

"RECEIVED"

DEC - 6 1956

"CENTRAL COLLEGE LIBRARY
FAYETTE, MISSOURI"

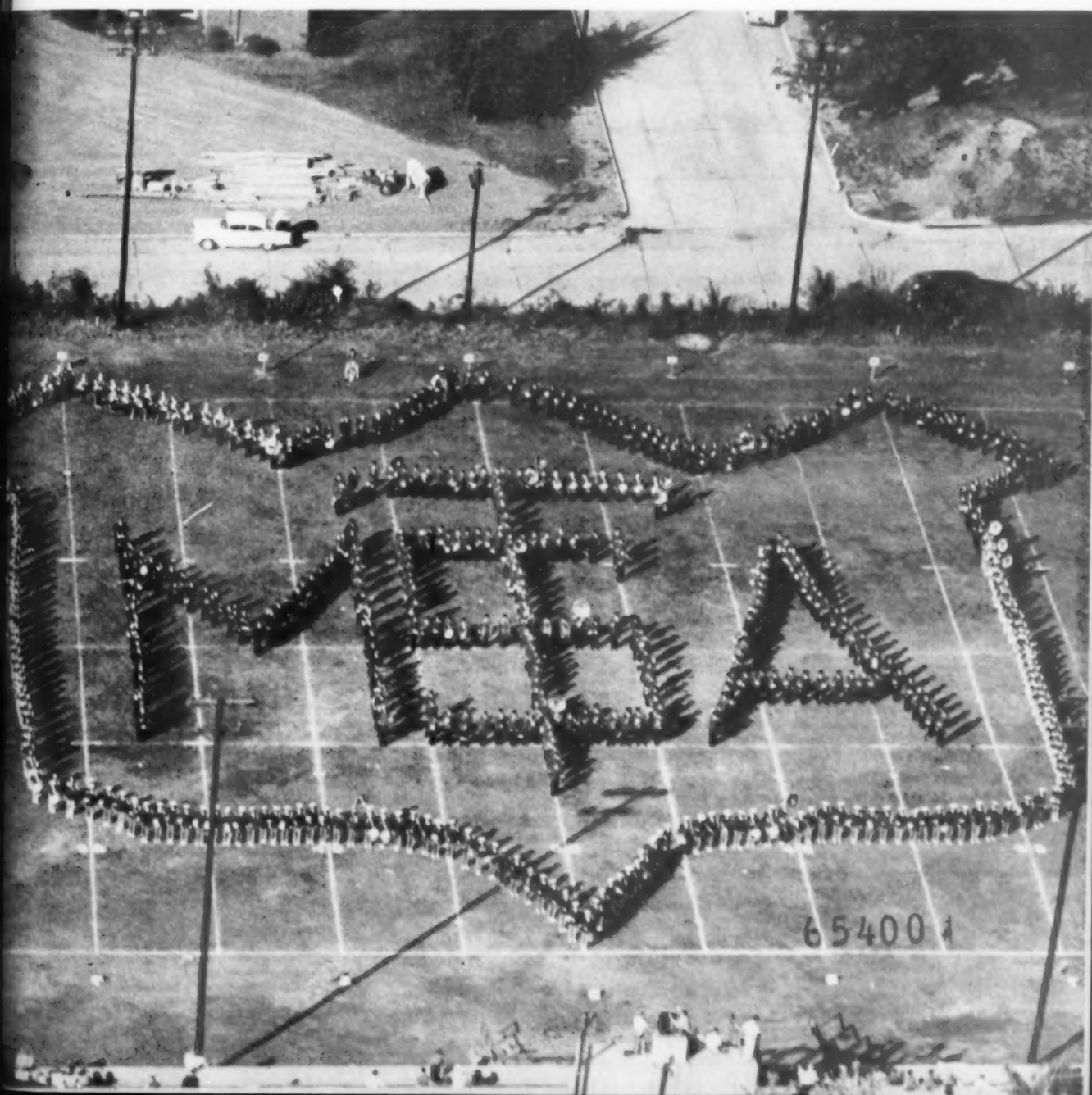
Retirement Improvements
Salary Schedule Practices
Modern Languages in Action

School and

Community

Stacks

DECEMBER 1956





“...and a Merry Christmas to all”

©1956 THE COCA-COLA COMPANY

DEC

C*ontents*

INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLIII, NO. 4

FEATURES

What Does a Teacher Expect From Administration?	Emmett E. Duff	7
Salary Schedule Practices in Missouri Schools	Dr. Marvin Shamberger	8
Officers Installed at the Annual Convention		11
Teaching the Missouri Constitution	Dr. Robert F. Karsch	12
The Place of Private Education in a Democracy	Kenneth E. Newland	15
Teacher Salary Increases Parallel Successful MSTA Financial Efforts	Dr. Inks Franklin	16
Modern Languages in Action	Dr. Albert Brent	19
Delegates Adopt Resolutions		21
My Creed As A Teacher	Jay L. Logue	22
Proposed Changes in Public School Retirement System of Missouri		23
Commencements	Dr. H. Pat Wardlaw	27
Consider the Hard of Hearing Child	Charles Sessler	30
District Association Officers		33

DEPARTMENTS

Secretary's Page	Everett Keith	26
Items of Interest		34
Yours for the Asking		42
Editorial	Dr. Inks Franklin	48



THE COVER

A huge shield 50 yards wide was formed with the letters MSTA in the center and then changed to NEA and finally to 1-0-0 to recognize the centennials of the Missouri State Teachers Association and the National Education Association at the 12th Annual Festival of Marching Bands sponsored by the SEMO High School Band Association. The program held in Jackson, Oct. 16, included 28 schools, 1500 musicians and 200 twirlers. Picture: Sky Photo Co., Dexter

Send all Contributions to the Editor

General Officers: Lynn Twitty, President, Sikeston; Mrs. Rosemary Baker, 1st V.-Pres., Aurora; Wayne Huddleston, 2nd V.-Pres., Tipton; Margaret McQuinn, 3rd V.-Pres., Kansas City; Everett Keith, Columbia, Sec.-Treas.; Inks Franklin, Columbia, Editor, School and Community and Asst. Sec.; Gordon Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

Executive Committee: Carl Byerly, Chm., Clayton; G. Frank Smith, Vice-Chm., Cameron; Neil Aslin, Columbia; W. L. Daffron, St. Joseph; John E. Evans, Kansas City; Joe Herndon, Raytown; D. A. Mallory, Buffalo; Ralph Marcellus, Rolla; H. Byron Masterson, Kennett; Julia B. Schmidt, St. Louis; Ex Officio, Lynn Twitty and Mrs. Rosemary Baker.

Published monthly Sept. thru May at Columbia, Mo., by Missouri State Teachers Association. Entered as Second Class matter, Oct. 29, 1915, Postoffice at Columbia, Mo., under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103, Act of Oct. 3, 1917; authorized May 17, 1921. Annual membership dues \$4.00. Subscription to non-members, \$2.00 a year.



*Sponsored by
Your Association*

Horace Mann
Mutual Casualty Company
offers cheaper rates because
teachers are good risks.

A Company of the teachers,
by the teachers,
for the teachers.

Protects you under new
Financial Responsibility Law
For a rate quotation with
no obligation

MAIL THIS COUPON

Horace Mann Mutual Cas. Co.
c/o Missouri State
Teachers Association
Columbia, Missouri

Make Year

Cyl. Body Type

Any drivers under age 25?

Over 65?

Date Insurance Expires

Name

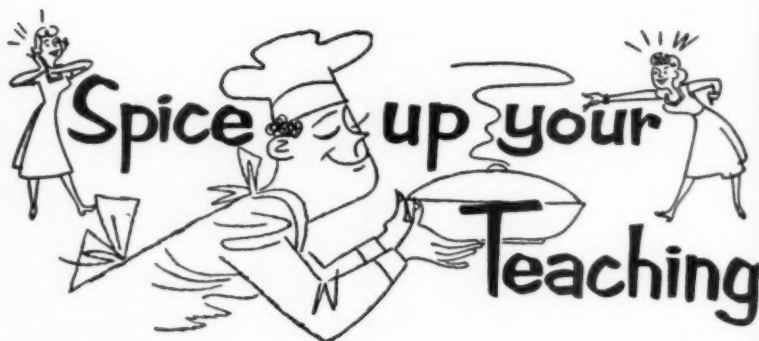
School

Address

City

State

*Tape to Postal Card and Mail
this Coupon NOW! for a
Rate Quotation. No Obligation.*



TOP BANANAS

The "fruit of the wise men," bananas, its history and cultivation, the growth of the banana trade and the part of the banana in the economy of its production areas are described in a new 19-page booklet. "Bananas" costs \$.10 and is latest of the Commodity Series of the Pan American Union, Washington 6, D. C.

AIR MATH

The educational implications of air travel are taken advantage of in "Mathematics Teaching Aids for a Stronger America," a curriculum guide for the secondary school teacher.

It includes resource units on measurement, fractions, graphs, angles, circles, formulas, ratio and equations as applied to aviation. The 75-page guide also has a 12-page annotated bibliography. Cost, \$.75 from the National Aviation Council, 1025 Connecticut Ave., N.W., Washington 6, D. C.

RECREATION BOOKS

Ninety-one publishers have joined the National Recreation Association to make available 271 books on recreation and play activities for use by youth leaders or anyone who works with the leisure activities of children and adults. A 2-page guide to Books on Recreation briefly describing each volume is available free from the National Recreation Association, 8 West Eighth St., New York City.

ELEMENTARY GUIDE TO FREE MATERIALS

Over 44 per cent of the titles listed in the latest edition of "Elementary Teachers Guide to Free Curriculum Materials" are new. The guide gives full information on 1,222 titles, lists items for teacher reference, has title, subject and source indexes and includes some illustrative units for the use of materials.

The 318-page 1956 edition may be obtained from Educators Progress Service, Randolph, Wisc., and costs \$5.50.

BETTER DRIVING

The "Shell Better Driving Test" filmstrip is designed to call for active student participation, to be controlled by the teacher as to timing and pace and to allow teachers to use their own commentary to stress certain points.

It includes illustrated questions on driving situations and answers so that students may mark their own papers. The 35mm black and white filmstrip is free from the Shell Oil Company, 50 West 50th St., New York 20, N. Y.

CAREERS

Career information for highschool students is provided by a series of occupational briefs on chemistry, dental assistants, house-to-house selling and real estate.

Each pamphlet gives current information on the nature of the work, qualifications, training requirements, earnings, outlook, and how to get started. They have eight pages and are priced at \$.20 each. Write for the occupational brief on the field desired from the B'nai B'rith Vocational Service Bureau, 1129 Vermont Ave., N.W., Washington 5, D. C.

FOREST TEACHING AIDS AVAILABLE

The annual publication of "Bibliography of Teaching Aids on America's Forests and Forest Industries" is ready for free distribution.

The teaching aids listed concentrate on the need for conservation and the application of sound forest principles such as scientific harvesting, fire fighting techniques, and the planting of seedlings.

It may be ordered from the American Forest Products Industries, Inc., 1816 N. St., N.W., Washington 6, D. C.

MONEY AND POLITICS

Do parties become obligated to persons who put up campaign funds, thus opening the way to special privileges from government?

Prof. Alexander Heard of the University of North Carolina's Institute for Research declares that though bribery has declined, contributors still buy "access" to an official by campaign donations. The problem is national rather than party, he says, for in 1952 Democrats and Republicans spent nearly the same, contrary to what is popularly supposed.

"Money and Politics" is a Public Affairs Pamphlet explaining the whole problem of campaign expenses and suggesting several methods to remedy the problem. It costs \$.25 from the Public Affairs Committee, 22 East 38th St., New York City.

IMPORTANT EVENTS

DECEMBER

- 2 American Vocational Association Golden Anniversary Convention, St. Louis, Dec. 2-8, 1956.
- 3 Arts and Science Week, University of Missouri, Dec. 3-8, 1956.
- 6 St. Joseph Classroom Teachers Association, Christmas dinner party, YWCA, Red Feather Room, 6:30 p.m., Dec. 6, 1956.
- 8 MSTA Department of Classroom Teachers Workshop, Jefferson City, Dec. 8, 1956.
- 8 Junior College Day, University of Missouri, Columbia, Dec. 8, 1956.
- 22 National Council for Social Studies, Cleveland, Ohio, Dec. 22-24, 1956.
- 27 17th Christmas Meeting, National Council of Teachers of Mathematics, NEA, Jonesboro, Ark., Dec. 27-29, 1956.
- 27 Winter Conference of National Science Teachers Association, NEA, New York, N. Y., Dec. 27-30, 1956.

JANUARY

- 14 Missouri Association of School Administrators Winter Meeting, Columbia, Jan. 14-15, 1957.
- 31 Regional Conference Department of Classroom Teachers, Biltmore Hotel, Oklahoma City, Oklahoma, Jan. 31-Feb. 2, 1957.

FEBRUARY

- 15 National Convention, American Association of School Administrators, NEA, Atlantic City, N. J., Feb. 15-20, 1957.
- 23 Annual Convention, National Association of Secondary School Principals, NEA, Washington, D.C., Feb. 23-27, 1957.

MARCH

- 1 Department of Audio-Visual Instruction National Convention, NEA, Washington, D. C., March 1-5, 1957.
- 17 Association for Supervision and Curriculum Development Annual Conference, NEA, St. Louis, Mo., March 17-21, 1957.
- 20 National Science Teachers Association National Convention, NEA, Cleveland, Ohio, March 20-23, 1957.
- 24 Department of Elementary School Principals, Annual Meeting, NEA, Cincinnati, Ohio, March 24-29, 1957.
- 29 National Council of Teachers of Mathematics Annual Meeting, NEA, Philadelphia, Pa., March 29-30, 1957.

APRIL

- 7 Midwest Regional Drive-In Conference for School Administrators, Des Moines, Iowa, April 7-9, 1957.
- 23 19th Annual Convention, American Industrial Arts Association, NEA, Kansas City, Mo., April 23-26, 1957.

FREE FILMS

For Civic Clubs, P.T.A. and Lay Meetings:

A Desk for Billie
A State, A People and Their Schools
Mike Makes His Mark
Freedom to Learn
Skippy and the 3 R's
Fire In Their Learning
The Teacher
Secure the Blessings
Schools March On
The Stay In
Who Will Teach Your Child?
Education for Democracy
The Sixth Chair
What Greater Gift
Pop Rings the Bell
New Tools for Learning
Design of American Pub. Ed.
The School and the Community
For Professional Meetings:
Assignment Tomorrow
The Drop Out
Bunker Hill Resort (slides)

Specify date to be used. Only cost is for return postage. Write for list of educational recordings and radio programs.

FILM DEPARTMENT

Missouri State Teachers Association
Columbia, Missouri

J. W. Welsh Film Service

419 S. Fremont, Springfield, Mo.

Over 1000 filmstrips from which to make your choice.

500 W. Viewlex projector with \$215 order.

500 W. slide and filmstrip combination projector with \$250 order.

WRITE FOR CATALOG

Everything for the Stage

Curtains, Tracks, Rigging,
Stage Lighting
Auditorium Window Draperies

GREAT WESTERN STAGE EQUIPMENT CO.
1324 Grand, Kansas City 6, Mo.

NEED FUNDS?

PTA and other school groups make money selling our famous TEXAS SHELLED PECANS. Write J. R. Fleming & Co., Weatherford, Texas.

CONTINENTAL TRAILWAYS...

Your friendly traveling companion



- ☐ CHARTERBUS
- ☐ ESCORTED TOURS FOR 1957
- ☐ EDUCATIONAL TOURS FOR 1957
- ☐ VACATION TOURS FOR 1957

Make plans now for your 1957 travels. Write today for full information regarding the scenic spots of your choice. Check the type of travel in which you are interested, fill out coupon, tear out entire ad and mail now.

CONTINENTAL TRAILWAYS

America's newest nation wide bus system

Send me information on —

- ☐ CHARTERBUS
 - ☐ ESCORTED TOURS
 - ☐ EDUCATIONAL TOURS
 - ☐ VACATION TOURS
- TO _____
LEAVING _____

Continental Trailways
312 South Broadway
Wichita, Kansas, or
Continental Trailways
1341 "P" Street
Lincoln 8, Nebraska

NAME _____

STREET _____

CITY _____

STATE _____

New Faculty Members

ORRICK

Thomas Baker, E; Thomas Bellos, M; Franklin Lewis, Mu; Frances Miller, CS; Forrest L. Marshall, VA; and James Lansford, coach and Sc.

ARBYRD

Robert Hetterman, elementary; Bobby Harp, E; and Evelyn Eaker, Mu.

SPRINGFIELD

Mrs. Virginia Baird, E and SH; James Bicket, SH; Mrs. Sondra Caulfield, and Mrs. Lodene Wells, elementary; and Mrs. Mildred Welsh.

WEAUBLEAU

John McCormick, CS; Kenneth Keltner, PE; Mrs. Lorna Shockey, Mu and E.

CLAYTON

DeMun: Mrs. Sylvia Morris, 5th grade.

Glenridge: Mrs. Jean Kelly, PE; Mrs. Margaret Press, 3rd grade.

McMorrow: Mrs. Betty Ploeger, 3rd grade; William A. Atkins, Jr., 5th grade; and Mrs. Mary L. Brodersen, 6th grade.

Meramec: Suzanne Jennett, 1st grade.

Wydown: Mrs. Frances K. Holaday, half-time librarian.

Highschool: Mrs. Nancy Lyon, half-time English teacher.

Other: Mrs. Marcelline Saphian, elementary art consultant; Beryl Stanley, assistant speech correctionist; Mrs. Sarah Jo Collins, school nurse; and Mrs. Daniel Bisno, half-time social worker.

CARTHAGE

Elementary: Mrs. Faye Duff, Eleanor Coffield, Mrs. Hazel Phipps, Leonard Sharon, Janette Walker, Bill Dean French, Mrs. Dorothy Pilkenton, Richard Paul Green, Mrs. Clara Stuke, Mrs. Betty Stephens, Donna Sue Duncan, Betty Davis; Dwight W. Sergeant and Edward L. Rogers, principals.

Highschool: Metz Cherry, principal; Ernest Belden, IA; Robert Blase, CS; Jimmie Landon, DT and Coach; and Mrs. Gladys S. Rice, SH.

JOPLIN

Elementary: Gloria Jean Beagle, Mrs. Eliza Corner, Joan Dailey, Mrs. Taleta Gardner, Richard G. Kelley, Mrs. Janice Leslie, Mrs. Fae Lipsett, Mrs. Carolyn Cox Littleton, Hazel Moffatt, Kay Neubert, Mrs. Dorothy E. Rice, Mrs. Ruth Jean Robinson, Mrs. Mildred H. Toomey, Mrs. Wanda Lois York and Mrs. Clarice Young.

Junior Highschool: Hal K. Barlow, Jerry D. Cannon, Ted M. Clowers, Eugene C. Erwin, Mrs. Elinor Farrell, Charles M. Kennedy, and Mrs. Margaret Zwicker.

Senior Highschool: Mrs. Emma Lou Hayden, William E. Haynes, Chiquita Ann Standefer, and Venus Yount. Forrest W. Harrison, director of finance.

Junior College: Milton W. Brietzke, Mrs. Mark Kirk Kelly and Mrs. Margaret May Pool.

CARUTHERSVILLE

Helen Baker, Suzanne Cain, Mildred Baskin, Charles Roome, Patricia Brewer, J. H. O'Connor, Ruth Patterson, Carrie E. Mowery, Mrs. J. H. O'Connor, Clara White, Dorothy Callihan, Grace Gortner, Janice Pinion, James C. Montgomery, William B. Ford, Leroy A. Glenn, Zelma Louise Ward, Charles Cleaves Bizzell, Edythe Faye Brown, Alfred Weatherspoon.

HAZELWOOD

Richard Holmes, asst. principal, highschool; Charley Frazier, principal of Lusher school; George Vancil, administrative asst. to superintendent; and Riley Eddleman, director of guidance.

Mrs. Jean Cashion, Mrs. Williebeth Case, Mrs. Marie Nemnich, Mrs. Georgia Lemley, Mrs. Florence Robertson, Mrs. Rose Crank, Wayne Cashion, Mrs. Norma J. Inman, Joan

You like it....it likes you!

Yes, indeed—7-Up with lunch! And she'll feel better, work better after this refreshing energy lift.

Libla,
Comer
Burne
Libla

IRON
Elen
Mar
Bryso
High
Will
Webb
Wilm

LOC
Lev
Betty
Jerry
Haral
Mrs.

VAN
Ele
Tate,
High
jorie
Fred
Far
Vaug
Ru
ner, I

WE
Ele
Mrs.
ter, M
Stone

Hi
curri
of in
recto
speed
Sc: I
Wils

LIB
Mr
ricia
Mrs.
Mrs.
McG
Robt
Berg
Mary
Mary

SCO
DIS
Ja
coach
baug
Mab

MA
E
E.
Nan
son,
E. M
H
E a
Mrs
Fred
D.
girls
and

DE

Libla, Rosemary Morgan, Willetta Comer, Mrs. Clarice Zohner, Theresa Burmeister, Ann Morey, Mrs. Virginia Libla and George Speckert.

IRONTON

Elementary: Madeline Vasterling, Martha Dowell, Bobbie Hunt, Bob Bryson, and Dixie Farnham.

Highschool: Rhoda Conrad, E: Joe Willoughby, SS; Bill Hunt, M; Bill Webb, VA; Irven Schlieff, IA; and Wilma Stringer, girls' PE.

LOCKWOOD

Lewis H. Urner, superintendent; Betty Orr, E; Lucille Giacomini, VHE; Jerry McSpadden, SS and DT; David Haralson, MU; George Burket and Mrs. Lily Bennett, elementary.

VANDALIA

Elementary: Irene Morrison, Sue S. Tate, Susie Griggs.

Highschool: Jane Fitzgerald, Marjorie DeVilbiss, Charlotte Revelle, Fred Pohlman, Flora Pierce.

Farber: Juanita Greening, Arlee Vaught, Marjorie Griffiths.

Rural: Elizabeth Burdick, Ruth Haffner, Rachel Kohl, Mary Williams.

WELLSTON

Elementary: Mrs. Mary J. Darnell, Mrs. Florence Feys, Mrs. Luzena Rutter, Mrs. Alice Dunn, and Mrs. Ruth Stone.

Highschool: Mrs. Marie Stimson, curriculum coordinator and supervisor of instruction; Robert E. Jackson, director of guidance; Mrs. Marita Camp, speech correctionist; Burton Droste, Sc; Ralph Aldridge, E and M; Keith Wilson, Spch, DR and SS.

LIBERTY

Mrs. Cheryl Bowman, Mrs. Patricia Heustis, Mrs. Charline O'Bryan, Mrs. Joan C. Stutler, Arlene Thomas, Mrs. Cecil N. Gregory, Mrs. Amelia McGinnis, Philip Miller, Mrs. Ruth Robbins, Robert L. Muncy, Donna Bergschneider, Lowell A. Dawson, Mary Griffith, Glen Swisher, Mrs. Mary Turner, Frank A. Wiley.

SCOTT COUNTY DISTRICT R-IV

Jack Sullivant, SS; Coy Wilson, coach and PE; Mrs. Margaret Limbaugh, Mrs. Lacy M. Young and Mrs. Mabel B. Taylor, elementary.

MARSHALL

Elementary: Mrs. Jane Gibler, Sara E. Vesser, Mrs. Gladys Barr, Mrs. Nancy Magee, Mrs. Stella Faye Sampson, Mrs. Christine Morton, and Mrs. E. M. Keller.

Highschool: Elizabeth Ann Dierking, E and Spch; Katherine P. Ewell, SS; Mrs. Barbara Leaton, SS and E; M. Fred Lyon, SS, PE and coach; Wilber D. McGraw, SS; Leila R. Peterson, girls' PE; Mrs. Virginia Scott, SS; and Kenneth Soxman, Sc and coach.

WINONA

Elementary: William F. Burrell, Maudeline Baltz, Imogene Williams, Sue Hickman.

Highschool: Mrs. Alta Greene, HE; Vernon K. Burrows, M and Sc; Don Compton, Mu; Don Hickman, CS; Bruce Holland, E.

BERKELEY

Airport Elementary: Quincy C. Dickey, principal; Joanne Warren, Pattie Lee Adams, Mrs. Betty H. Crawford, Mary C. Godwin, Bryant E. Bray.

Caroline Elementary: Phillip M. Greer, principal; Mrs. Marlene B. Cordes, Mrs. Evelyn L. Fons, Mrs. Virginia M. Kesterson, Marvin E. Kesterson.

Frostfield Elementary: Mrs. Helen A. Coleman, Mrs. Mary B. Bryon, Mrs. Nina N. Duke.

Holman Elementary: James Sallade, principal; Mrs. Addie J. Stockham, James R. Fenwick.

Springdale Elementary: Loral H. McNew, principal; E. Ruth Ball, Mrs. Marilyn Levy, Mrs. Billie Greer, Gretchen Scharpf, Wanda J. Frey, Mrs. Edna Mae Russell, Mrs. Martha F. Lightfoot, Betty L. Emmons, Alice A. Taylor, Reece Brown, Deo Crites.

Junior Highschool: Patricia DeLong, Edna Drennan, Paul Mason, Raymond Pensel, Franklin Schultz, Charles N. Seng, Cora Withers.

Senior Highschool: Mrs. Cornelia K. Hawkins, Phillip C. Krueger, John W. Ramsey.

Arthur Kennon, elementary art consultant; Marilyn Coleson, speech correctionist; and Lamire H. Moore, director of guidance.

WRIGHT CITY

Kenneth C. Swift, coach; Bob Jones, CS; and Don DuPrett, Mu.

CONCORDIA

Mrs. Imogene Clayton, James D. Campbell, and Frank LaMere, highschool; Glen Clayton, elementary.

CASSVILLE

Mrs. Willa Rudd, Cassville elementary; Mrs. Lavola Underwood, Butterfield elementary; Mrs. Margaret Baker, CS and E; Robert Bond, M; David Boyle, vocal and instrumental music supervisor; J. D. Duncan, SS and basketball coach; and Harold Measel, PE, health and football and track coach.

GAINESVILLE

Paul Herd, SS; Floyd Pitcock, SS and E; Jean Herd, elementary; Louise Cotter, HE and Art.

WASHINGTON

Glen E. Cafer, PE; Mrs. Charlotte Christian, CS; Clinton D. Land, Mu; Roberta Osborn, HE; Nelson H. Hall, Ag; Winston Adkins and Joe Shirley, 6th grade; and Albert Meyer, elementary art.

FLY TWA abroad... then EXPLORE distant lands—cultures!

TWA's sparkling new series of Skyliner tours takes you to 22 cultural centers in Europe... the Near and Middle East and the Orient. Point-to-point travel by private station wagon, chartered coach or plane. Or take advantage of TWA's new two-week Holiday Discount Fares... only \$425 round trip to London from New York! On Sabbatical? TWA can help you with your plans. Fly now for only 10% down... 20 months to pay. Call your TWA travel agent or send coupon.

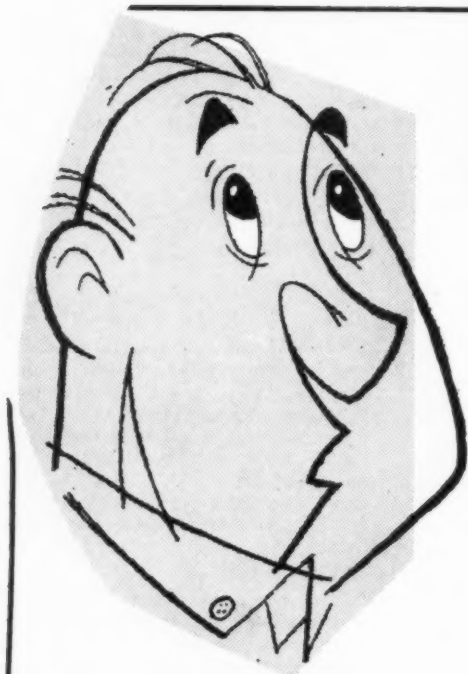
John H. Furbay, Ph.D., Director, TWA Air World Tours
Dept. SC, 380 Madison Ave., N. Y. 17, N. Y.

Dear Sir: Please send me information about

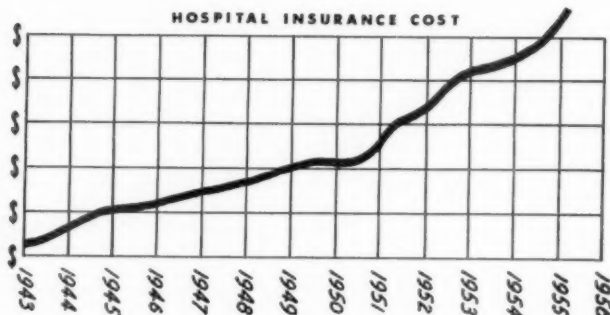
- ☐ Summer Tours ☐ Sabbatical Travel
☐ Holiday Discount Fares ☐ Time-Pay Plan
☐ Independent travel to

(countries)
Name _____
Address _____
City _____ State _____ Tel. _____
Position _____





Is the Cost of Your Hospital Insurance Going Up Again ??



It Doesn't Need To!

MSTA TEACHER PROTECTION HAS NEVER INCREASED IN COST

Our "low cost" MSTa Plan provides broad hospital and surgical benefits plus a weekly cash income when disabled . . . even though not confined in a hospital.

COST EXAMPLE

MEMBERS

\$25.00 weekly CASH income when disabled, plus \$8.00 a day while in hospital, plus \$225.00 surgical schedule only \$32.00 semi-annually.

Other
Plans
Available

DEPENDENTS

\$8.00 a day while in the hospital, plus \$225.00 surgical schedule—
spouse—\$20.00 semi-annually;
children—\$12.60 semi-annually.

"You know it's dependable"

GET ALL THE FACTS AND FINE POLICY PROVISIONS IN
OUR OWN PROTECTION PLAN

----- CLIP AND MAIL -----

MR. EVERETT KEITH, MSTa Bldg., Columbia, Missouri

I am a member of MSTa and eligible for MSTa protection. Please send me full information about MSTa's low-cost protection plan. _____

Name and Address

What Does a Teacher Expect From Administration?

EMMETT E. DUFF, Elementary Principal, Elvins

First of all, a teacher wants to be understood. As far back as his interview for the teaching position when the administrators were attempting tactfully to draw from him enough information to judge the advisability of risking a recommendation to the school board, he was concerned as to what type of men were the superintendent and the principal.

Would they take into consideration the limitations of their own system's teaching facilities and economic ability when they judged his efforts and results? Were they the type of administrators who would weigh his ability to guide and teach without looking first into their own administrative framework to evaluate the possibilities of success?

Would they take into consideration the terrific amount of paper work, bookkeeping and time consumed in getting the children to and from the bathroom, lunchroom, audio visual room, assembly room, and playground when they sat in judgment on his nine months' effort? Would they really

know just how little time had been left to guide and instruct? Would they understand the needs of all the children in the school, kindergarten through grade 12, well enough to provide equally for all, both in the classroom and the playground? Would they understand the impossibility of meeting those active needs without gymnasium or playroom on a rainy day? Would their backgrounds of experience enable them to meet the teacher on his own ground? Could he talk to them about his problems?

Loyalty

No less important than understanding is loyalty. If a teacher is to give his best to a school system, then certainly he can expect loyalty from his administration. On the ladder of authority he is the bottom rung with the school board at the top and the administrators in between. No matter how hard and successfully the teacher may labor there is little likelihood of the school board weighing his merits for a raise in salary unless an administrator suggests it.

The risk a teacher takes for a raise in salary may increase if the school's economies will not permit a flat increase to all faculty members. Then the \$64,000 question is whether the man or men between the top and bottom rungs of the ladder of authority will take their proffered salary increase and say nothing, forgetting all but themselves? Sometimes it takes a lot of faith to be a teacher who practices loyalty to an administration where little of the same is returned.

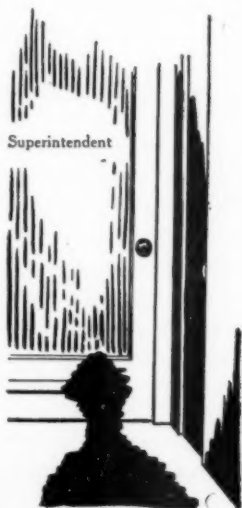
No teacher stands a ghost of a chance of being employed unless he can cooperate with the school



and the administration. No administrator would want an uncooperative teacher on his staff and rightly so. Then is not a teacher justified in expecting the same consideration from his superiors? Doesn't the teacher have just as much at stake in round numerals of success as the administrator?

Discipline is always near to the nerve center of a teacher since the problem of discipline, like the poor in the Bible, is always with us. In my experience, however, I have found that the statement that teachers like handed down orders is no more true than the one that teachers like to be left alone in the function of their duties in the teaching profession. The teacher has a place in it, and the administrator has his place, too.

As a teacher for 17 years, I saw the dire need of simple clarification of the administrator's policies on discipline as plainly as I have found the need of making them these past five years as an administrator. Too many times, the teacher loses face on matters of discipline as a result of his principal's failure to make clear how far the teacher can expect his backing. No teacher can ever forgive a principal for taking sides with a parent against him if the teacher had proceeded on the principal's vague recommendations. The teacher and principal cannot be too well agreed on every specific phase of discipline if the peace and harmony of the school is to endure.





SALARY SCHEDULE PRACTICES IN MISSOURI SCHOOLS

BY DR. MARVIN SHAMBERGER

SALARY is the most important factor in attracting and retaining qualified teachers in our schools. It is the most important measure of teacher welfare.

Recent reports of the Committee on Teachers' Salaries and Term of Office have stressed the desirability of developing teachers' salary schedules. The Committee also has expressed the hope that the full financing of the School Foundation Program will make possible

the adoption of salary schedules in more districts and the improvement of existing salary schedules.

A district's salary policy is expressed in its salary schedule. The objectives of a salary schedule are: (1) to attract competent individuals into teaching, (2) to retain them in the schools, and (3) to maintain an alert and growing staff.

To determine the status of salary schedule practices, an information

blank was sent to districts maintaining high schools by the Research Division of the Missouri State Teachers Association. Copies of current salary schedules were requested. The following report is based upon information secured.

The Extent of Use of Salary Schedules. Salary schedules are reported in use by 57 per cent of districts maintaining high schools with reports being received from approximately one-half of such districts. Salary schedules are most often found in AAA class schools and least often found in A class schools. Schedules were reported in 98 per cent of AAA schools, in 56 per cent of AA schools and 44 per cent of A schools.

Type of Schedule. Most of the schedules reported were single salary schedules, that is, teachers of comparable preparation and experience were paid the same whether working in elementary or secondary schools, and regardless of sex. Among all districts reporting schedules, 82 per cent paid the same in elementary and secondary schools and 95 per cent of schedules provided no difference in pay for men and women.

By classification of schools, all AAA schools, 95 per cent of AA schools and 65 per cent of A schools make no differential between elementary and high school positions. Some schedules indicate that the difference will be removed when the Foundation Program is fully financed.

Table A. Distribution of Minimum Salaries for Bachelor's and Master's Degrees by Classification of Schools

Salary to Nearest \$100	AAA Schools		AA Schools		A Schools	
	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
\$3,900	—	2	—	—	—	1
3,800	—	8	—	1	—	1
3,700	1	3	—	—	—	—
3,600	8	4	1	1	—	—
3,500	2	4	—	3	—	3
3,400	6	8	1	1	2	4
3,300	3	11	1	1	2	3
3,200	10	4	3	4	6	12
3,100	5	3	1	1	1	5
3,000	10	—	4	3	9	5
2,900	—	1	—	1	6	1
2,800	2	—	3	1	5	1
2,700	1	—	3	—	4	—
2,600	—	—	—	—	3	1
2,500	—	—	—	—	1	—
2,400	—	—	—	—	2	—
2,300	—	—	—	—	1	—
2,200	—	—	—	—	—	—
2,100	—	—	—	—	1	—
Number of schedules	48	48	17	17	43	37
Median of minimum salaries	\$3,210	\$3,413	\$3,013	\$3,213	\$2,925	\$3,196

With respect to sex, 97 per cent of AAA schools, 93 per cent of AA schools and 95 per cent of A schools provide no difference in salary.

Most schedules provide a gradation of salaries based upon two factors, the level of preparation and years of experience in the district. Some districts report schedules that provide no increment for experience. In these a beginning teacher and a teacher with ten or more years of experience would receive the same salary. Such schedules are not shown in the tables below since the minimum and maximum salary would be the same for any level of preparation.

Preparation of Schedules. Most schedules were reported to have been developed with the participation of the administration, teachers and board members. Of course the final determination of the salary schedule is the responsibility of the board of education. In AAA and AA schools teacher participation in the development of salary schedules was reported by more than three-fourths of the districts. In A schools such participation was reported in 55 per cent of districts. The participation of lay persons in the development of salary schedules was reported infrequently.

Minimum and Maximum Salary Schedules. Essential features of any salary schedule are the minimum and maximum salaries and the number of years of service and other conditions to be met in moving to the maximum salary.

Table A shows the distribution of minimum salaries paid for Bachelor's and Master's degrees by classification of schools. The median of minimums for the Bachelor's degree was \$3,210 in AAA schools, \$3,013 in AA schools and \$2,925 in A schools. The medians of minimums for the Master's degree were \$3,413, \$3,213 and \$3,196 for the AAA, AA and A schools respectively.

The distribution of maximum salaries paid for Bachelor's and Master's degrees by classification of

schools is shown in Table B. The median of maximums for the Bachelor's degree was \$3,713 in AAA schools, \$3,767 in AA schools and \$3,257 in A schools. The medians

of maximums for the Master's degree were \$4,033, \$4,070 and \$3,669 for the AAA, AA and A schools respectively. Maximum salaries indicate what career teachers may ex-

Table B. Distribution of Maximum Salaries for Bachelor's and Master's Degrees by Classification of Schools

Salary to Nearest \$100	AAA Schools		AA Schools		A Schools	
	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
\$6,900	—	1	—	—	—	—
6,800	—	—	—	—	—	—
6,700	—	—	—	—	—	—
6,600	—	—	—	—	—	—
6,500	—	—	—	—	—	—
6,400	—	—	—	—	—	—
6,300	—	—	—	—	—	—
6,200	—	2	—	—	—	—
6,100	1	—	—	—	—	—
6,000	1	5	—	—	—	—
5,900	1	1	—	—	—	—
5,800	1	—	—	—	—	—
5,700	2	1	—	—	—	1
5,600	1	1	—	—	—	—
5,500	2	—	—	—	—	—
5,400	2	—	—	—	—	—
5,300	—	—	—	1	1	—
5,200	—	1	—	—	—	—
5,100	—	2	1	—	—	—
5,000	1	—	—	—	—	—
4,900	1	—	—	—	—	—
4,800	1	1	—	—	—	—
4,700	—	1	—	1	—	—
4,600	1	—	—	1	—	—
4,500	—	2	1	—	—	—
4,400	1	—	—	—	—	1
4,300	—	3	—	1	—	—
4,200	1	1	1	3	—	2
4,100	2	1	—	2	1	1
4,000	1	6	2	1	1	2
3,900	1	4	1	—	1	1
3,800	—	5	3	—	1	4
3,700	8	5	—	1	2	8
3,600	8	3	—	1	3	2
3,500	5	2	1	1	4	3
3,400	2	—	1	—	1	3
3,300	4	—	2	2	7	3
3,200	—	—	—	1	4	5
3,100	—	—	1	—	5	—
3,000	—	—	2	—	3	—
2,900	—	—	—	1	2	—
2,800	—	—	1	—	3	1
2,700	—	—	—	—	2	—
2,600	—	—	—	—	—	—
2,500	—	—	—	—	—	—
2,400	—	—	—	—	1	—
2,300	—	—	—	—	1	—
Number of Schedules	48	48	17	17	43	37
Median of Maximum Schedules	\$3,713	\$4,033	\$3,767	\$4,070	\$3,257	\$3,669

pect to receive in a school system and are important in retaining teachers.

Most salary schedules provide for increments or additions to a teacher's salary for each of a specified number of years of satisfactory teaching within the school system. A greater number of increments are usually provided teachers at the higher levels of preparation. Increments may be uniform or varied. A number of schedules were found to have large increments followed by smaller ones.

Table C indicates the number of increments at Bachelor's and Master's degree level by classification of schools.

While the information received on many salary schedules does not permit a complete summary of all features of the schedules, some practices may be noted.

Salary Classes. The number of salary classes representing the different levels of preparation recognized in the salary schedules varies from 2 to 12 although only the Bachelor's and Master's degree classes are shown in Tables A, B, and C. The AAA school schedules provide from 2 to 10 salary classes with three-fifths of them providing for 2 or 3 salary classes with 2 classes, the Bachelor's and Master's degree level, being most common.

AA school schedules vary in number of salary classes from 2 to 11 with 3 classes being most common. A school schedules provide from 2 to 12 salary classes with 6 and 7 classes being most common. The additional number of classes in A schools is due to the inclusion of classes for those having less than a degree.

Placement on Schedule. An ex-

perienced teacher new to a school system usually is given some credit for experience in other districts. It appears that a majority of districts count experience in other districts within specified limits at one-half value. Some districts will allow full credit up to a certain number of years, with one district giving credit for as much as 10 years. Another solution is to allow credit for experience in other schools as recommended by the superintendent and approved by the board of education.

Requirement for Additional Preparation. As a condition for receiving increments on the salary schedule or remaining at the maximum salary, a number of schedules require the earning of additional credit at stated intervals. For example, a teacher may be required to earn 6 hours of credit each five years. After a teacher has received the Master's degree a greater time may elapse or less additional credit may be required. Travel or other evidences of professional growth may be substituted for earning additional hours in many districts. The requirement for earning additional credit or making professional growth most often is found in AAA schools with the higher maximum salaries. Such requirements are uncommon in A schools except that teachers having less than a Bachelor's degree may be required to earn additional credit at a specified rate.

Extra Pay for Extra Duties. Some salary schedules indicate that extra pay is provided for teachers having heavy assignments. Some schedules state that certain teachers are employed for additional months and are paid accordingly. The higher the schedule, the less likely it is to provide extra pay for extra duties.

Inclusiveness of Schedules. A majority of salary schedules in effect in Missouri provide that the board of education may pay above sched-

Table C. The Number of Increments at Bachelor's and Master's Degree Level by Classification of Schools

Number of Increments	AAA Schools		AA Schools		A Schools	
	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
22	—	1	—	—	—	—
21	—	—	—	—	—	—
20	—	—	—	—	—	—
19	1	—	—	—	—	—
18	1	1	—	—	—	—
17	—	—	—	—	1	—
16	—	1	—	—	—	—
15	2	2	—	—	4	3
14	3	5	—	—	—	—
13	3	2	—	—	—	—
12	6	7	1	3	1	1
11	2	2	1	1	—	2
10	4	3	6	6	7	7
9	—	—	2	2	1	4
8	1	2	1	—	3	2
7	6	4	1	1	2	2
6	6	6	1	2	9	8
5	6	6	2	1	9	5
4	3	3	2	1	5	2
3	4	3	—	—	1	1
Number of schedules	48	48	17	17	43	37
Median number of increments	7	9	9	10	6	7
Range of increments	\$45-\$200	\$45-\$200	\$10-\$200	\$10-\$200	\$17-\$200	\$17-\$200
Most common increment	\$100	\$100	\$100	\$100	\$50	\$50

ule to fill positions in certain areas.

The higher salary schedules in the state make no provision for paying teachers above schedule and provide a schedule for administrative and supervisory personnel. In some A schools only elementary teachers are on schedule and all high school teachers are paid above schedule. It might be concluded that the more nearly adequate the salary, the easier it is to include all teaching personnel within the schedule.

Quality of Teaching Service. Teachers whose service is considered satisfactory normally may expect to move from one step on the salary schedule to the next, if they have met the requirement on professional growth. Many schedules state that an increment may be withheld if a teacher's work is unsatisfactory. Boards of education in a few districts may provide additional pay for unusual contributions.

Initiating New Schedules. In initiating salary schedules, it appears to be accepted policy that no teacher will receive a lower salary as a result of the adoption of a salary schedule. The schedule may provide that those above schedule will receive no increment until the schedule reaches their salary or it may provide that those off schedule will receive an increment determined by the board of education. When a new schedule is adopted, a limit may be set on the amount of increase that may be received by a teacher during any year until the schedule is fully implemented. Because of the cost factor, some schedules limit the number of years of previous experience that will be credited or provide that the schedule will be effective only through a given step for the current year. These are restrictions that additional funds will remove.

Officers Installed at the Annual Convention



LYNN TWITTY
President



Rosemary S. Baker
1st V.-President



Wayne Huddleston
2nd V.-President



Margaret McQuinn
3rd V.-President



Carl L. Byerly
Chairman Ex. Com.



G. Frank Smith
V.-Chm. Ex. Com.



Nell C. Aslin
Member Ex. Com.



Dillard A. Mallory
Member Ex. Com.



Ralph Marcellus
Member Ex. Com.



Teaching the Missouri Constitution

by Dr. Robert F. Karsch
Professor of Political Science
UNIVERSITY OF MISSOURI

ONE of the easiest ways to teach the Missouri Constitution in the public schools would be to present a string of facts and let it go at that—the qualifications for governor, dates of elections, names of the courts, and so on. This would also be one of the least valuable ways to teach the subject. The whole intent of the state law requiring the study of the constitutions of the United States and of Missouri is to promote effective citizenship, which is a matter more of attitudes than of information alone.

Admittedly facts are essential. These provide necessary handles, tags, indicators. But indicators of what? In any study of constitutions if we do not go beyond the facts into some of the basic attitudes and assumptions of free government, the result will have nothing vital in it. There is even the positive danger of provoking carelessness or antagonism toward the very values that we are attempting to emphasize.

A conscientious study of the Missouri Constitution provides a number of good opportunities for the development of democratic attitudes. These opportunities center around the concepts of constitutionalism, majority rule, minority rights, separation of powers, and local autonomy. The essence of a republic (or democracy—the distinction between the two terms is immaterial here) can handily be explained by reference to these five concepts, and they are not too difficult for high school students. Facts are good for illustration, but accomplish very little that is worth-

while unless they are specifically pointed toward value concepts such as these.

Constitutionalism

The logical point of beginning is the constitution itself. A constitution is the basic document comprising the "rules of the game" which the people themselves have adopted for their own government. It means limited government. The government did not give the people the constitution but is itself the creature of the constitution. Government is actually "hired help." The constitution makes sure that all persons concerned will know ahead of time what to expect and furthermore that these expectations are of the people's own making, not imposed from above. A constitution thus is an assurance of both predictability and democracy.

Young people can think of various group activities—clubs and associations—for which there are sets of written rules drawn up and adopted by the groups which use them. A factual description of constitution-amending in Missouri can be used to illustrate how the people themselves make their own basic law. Amendments may be proposed by the people's elected representatives and senators in the state legislature, or by popular initiative petitions, or by a popularly elected constitutional convention; and all such proposals must finally be approved by the voters before becoming a part of the constitution.

It is also valuable to point out several things that normally should

and should not be included in a constitution. Since a constitution is basic law it should not, generally speaking, contain a great deal of detailed subject matter. Laws passed by the General Assembly, and further rulings by the administrative departments, can fill out these needed details. The essential features of a constitution are—a statement of the people's rights (bill of rights), a description of the main organs of government and their powers (legislative, executive, and judicial branches), a delineation of the powers and governmental forms of the state's subdivisions (counties, cities, etc.), provisions regarding public officers and elections, and a statement of how the constitution may be kept up-to-date through the process of amendment. These things are usually found in the constitution of any state, and are in the Constitution of Missouri in the order just indicated. It is interesting to compare the Missouri and United States constitutions in these respects. As a rule state constitutions tend to be longer and more detailed than the national constitution.

Majority Rule

Basic in any republic is majority rule—the principle that what the majority wills, shall be done. This is not the same as saying that what the majority wills is always right, or even necessarily the best. The majority sometimes may be wrong, or mediocre. But what is a better substitute as a working principle than rule by the majority? The only alternative would be rule

by a boss or dictator. If we could be sure of a perfectly wise and benevolent dictator from now to eternity, then dictatorship might be acceptable. Since we cannot be sure of such a dictator, majority decision is a far safer level on which to operate, both in the long run and in the short run. That a dictator, once established, cannot easily be removed has been proven by history over and over again. Mistakes in the choice of democratically chosen governmental servants can be rectified in the next election by majority vote.

Instances abound in school life, community life, and even home life, where majority decision is habitually practiced. These may be brought into the classroom to show the reasonableness and real-life practicality of doing things by shared consent. That part of the constitution which treats of public office, voting, and elections, shows how heavily democracy leans on public participation—which means both voting and office-holding. This is how the majority operates—choice of governmental servants from among the ranks of the voters.

With this background of concepts and their meaning, students will be ready for a worthwhile study of office-holding qualifications, voting qualifications, and the mechanics of elections. These facts and mechanics by themselves would hardly improve or foster democratic attitudes, but put into a framework of real-life values they take on meaning and vitality.

Minority Rights

Another cardinal democratic principle that needs special emphasis is protection of minority rights. The part of the constitution which guarantees that minorities will not be abused or discriminated against is the bill of rights. In the Missouri Constitution this is found at the beginning after the preamble, indicating the degree of importance attached to minority rights. It is not enough to have

majority rule—there is also needed an assurance that the tremendous power of the majority will not be used to enforce a pattern of behavior that unreasonably restricts or hurts any individual or group in the community. Furthermore, the purpose of a bill of rights is not only to protect the individual but also by so doing to make it possible for society to benefit from the new ideas and distinctive contributions which the individual can make if allowed to follow his own inclinations.

Very important in any understanding of minority rights is the word "unreasonable." The government may take a person's life, liberty, and property if it does so by "due process of law"—that is, reasonably. Every right has its reasonable limits, and the government has the duty of enforcing these limits against those who would try to abuse their rights. Young persons especially need to appreciate that democracy means a fair chance for *everybody* to enjoy his freedom, which can be assured only if we accept the principle of limited and reasonable exercise of rights.

As one goes down the long list of specific guarantees in the bill of rights, formidable terms such as "double jeopardy" and "grand jury indictment" appear. How many of these should be explained depends on the inquisitiveness of the students and the resourcefulness of the teacher. It would be confusing if not absurd to attempt a thorough explanation of all the terms contained in the constitution. Yet some of them, like double jeopardy if translated, do have possibilities of striking a responsive chord with young people. It is the old problem of forest and trees. Examples and explanations should be made to clarify, and not to obscure, these three important points—(1) individuals and minorities have rights that must be respected by the majority, (2) every right has its reasonable limits, and (3) society benefits by the

ideas and enterprise of free individuals.

Separation of Powers— The Three Branches

"Separation of Powers" means distributing the functions of government among the three great branches—the legislative, the executive, and the judicial. The national and state constitutions all are based on this pattern. There are two fundamental justifications for organizing government in this fashion. By parceling out the work of government among three different groups of office-holders, there would seem to be some assurance that no one part of the government would work its way into a position of dominance over the other parts and threaten our free institutions. Also, in the interest of efficiency, it is a common sense arrangement to give specialized jobs to different people—lawmakers, law executors, and judges.

It is in the discussion of these three branches of government that teachers often feel the greatest temptation to lapse into routine descriptive material that may not be very meaningful to young people. The temptation is all the greater because the constitution has its lengthiest sections on these branches. For example, in the Missouri Constitution there are dozens of technical limitations on legislative power, extended passages on the financing of highways, and elaborate provisions for the selection of judicial personnel. Much of this admittedly could be rephrased for young people, but it is doubtful whether the value of the result would be at all commensurate with the time and effort spent. In these portions of the constitution it is especially important to recognize and stress that which is vital and fundamental, and to use factual data only where they serve to illustrate or clarify the fundamentals.

Perhaps if the vital elements were first identified, the selection and use of illustrative detail would not be difficult.

Certainly the general meaning of the three governmental functions of making laws (legislative), carrying them out (executive), and deciding disputes (judicial) must be grasped before anything further is done. The legislative function is policy determination—it sets the stage for the executive function. The executive body applies the laws directly to the public. The judicial body makes sure that the laws are in conformity with the constitution, that executive acts are within their proper bounds, and that citizens themselves are put straight when a dispute arises. Above and below and behind all of this is of course the constitution, which only the people can change. In all explanations of a democracy the flowing line of authority must be kept clearly in focus—from people to constitution to governmental personnel.

On the subject of the legislative branch, the basic questions can be grouped around three topics, each having its own set of illustrative facts that can be used to advantage with high school students. These three basic topics are: (1) how the citizens are represented (illustrate with data about the two chambers, representatives and senators, and districts); (2) the care that goes into the framing of laws so that these will keep up with the demands of the times and truly benefit the public (data on frequency and duration of sessions, and some of the requirements regarding legislative procedure); and (3) the checking role of the governor (illustrated by his message power, the calling of special sessions, and use of the full and item veto). These objectives provide a meaningful framework for the illustrative detail noted. In addition, the students will find it interesting to identify the representative and senator from their own area and, as a special project, to find out recent laws of the state legislature which particularly affect that area.

Of special interest is the possibility that the people themselves may by-pass the legislature and enact a law to their liking, or reject one already passed by the legislature, through what are known as the initiative and referendum. In presenting these procedures, however, it is only realistic to treat them as emergency devices and not as normal routine government. The state legislature is composed of competent men and women who can be relied upon to enact the great mass of legislation needed by the state. Only in rare instances has a resort to the initiative or referendum been needed.

In the realm of the executive branch, the central concepts would include: (1) the coordinating role of the governor as it affects the other two branches (here can be cited his budget message, his share in legislation noted earlier, and his power of appointing other executive and judicial personnel); and (2) the main duties left to the other executive and administrative departments (attorney general, secretary of state, state treasurer, state auditor, and the big departments such as agriculture, highways, conservation, etc.). The constitution provides data and illustrations on all these points, though

care must be exercised to avoid a complete technical description which would inevitably be confusing. Members of the class can probably think of friends or relatives who hold positions in the executive offices in Jefferson City. There may be a state institution in the class's own community, affording opportunity for visit or further study.

As for the judicial branch, the danger of getting lost in legal technicalities is perhaps greater here than with any other part of the constitution. The elements vital for citizenship in a study of this branch are: (1) the fundamental purposes of the courts—to settle disputes and act as guardian and interpreter of the constitution and laws (illustrated by summary of the different grades of courts and the types of cases over which they have jurisdiction); and (2) impartial selection of highly qualified judges (explain main points of the nonpartisan court plan). If a class visit to a session of the county magistrate court, or of the county circuit court, can be arranged, such would provide more spirit and realism than could come from any amount of classroom explaining.

Local Government Provisions

There is a wonderful opportunity in every community to see actual government in operation, for county courthouses and city halls are not far away. Each of these local governments is a miniature, in some respects, of state and national governments. The people elect certain officials, and these, together with others appointed as the law requires, make laws, carry them out and settle disputes.

The main duties of each of the officials in the county courthouse should be known by every citizen, since they concern such basic community interests as law enforcement (sheriff and prosecuting attorney), land sales and marriage licenses (recorder), elections (county clerk), and so on.

Cities may have different forms of government — mayor-council, council-manager, or commission. The type used in the class's own town can be identified, a visit to a meeting of the city council may be arranged, and a city official (policeman, councilman) may be invited to speak to the class on a topic like bicycle safety.

The idea of a "home-rule charter" is immediately grasped by students who live in communities eligible for such or already operating under such. The problem of large metropolitan areas, especially when there are complications between the city and adjoining county areas, is a live matter directly referred to in the constitution. Classes in the St. Louis and Kansas City areas have at their disposal a wealth of illustrative situations in the study of local government.

Conclusion

Sound citizenship cannot be guaranteed by any method of teaching. But it can be infinitely helped by a patient and understanding teacher who looks behind facts for their meaning, who selects a few major concepts and tries to explain them and illustrate them so they will live beyond the classroom, and who always remembers that learning is in the last analysis futile and dangerous without social consciousness and moral values.



NEA State Director Louese Phillips, Webster Groves, (left) discusses the parade that highlighted the NEA Convention activities in Washington Oct. 7 with Major General John G. Van Houten, commanding general of the Washington Military District, and Miss Martha Shull, president of the NEA.

The Place

★ ★ ★ ★ ★ of Private Education in a Democracy ★ ★ ★ ★ ★

By Kenneth E. Newland, Chairman,
Occupations Division,
Stephens College, Columbia

AS WE LOOK AHEAD to the tremendous expansion of our educational system to meet the demands placed upon it both by increase in population and the higher percentage of our children who will attend our schools and colleges we must ask ourselves many questions. One of the prime questions that we face is—who will do the job?

It is at this point that arguments arise around the subject of this article. Being a faculty member in a non-tax supported college it is fitting that I examine the question from the point of view of private education.

As we know, from time to time there has been agitation for the state to control all education. Witness the attempted amendment of the Michigan Constitution or the now famous Oregon Case. In each of these cases and in many others the American people have expressed themselves as being in favor of a system of private education which would continue to be an integral part of our democracy.

Author after author writing in the field of education has expressed himself in favor of the non-public schools. Moehlman in Chapter 32 of his book on *School Administration* has this to say: "The democratic state does not need and should never be permitted to have a monopoly over the education function. Safety in education lies in a series of diffusions; first, program and administrative control by the people at the community level; second, maintaining forty-eight independent state school systems; third, freedom from governmental propaganda which indoctrinates for a temporary partisan policy; and fourth, the right of protest by organization and operation of

protest schools at private expense.

The classification of non-public schools as agencies of protest does not imply that the points of difference are always sharp or that open conflict exists. The public school represents the general community effort. Individuals who are not satisfied with that effort may exercise their legal right to send their children to a school that meets their needs. Patrons of private schools may be strong supporters of public education and still choose to differ with it."

That there is competition between the private and public schools goes without saying. In fact, I believe that this competition has been on the increase. However, the general belief is that this has been good for both, and some even go so far as to say that the public schools have benefited the most.

One of the basic tenets of democracy is the element of choice. In education, as in many other aspects of life, the people want to be able to choose according to the dictates of their conscience and will. This freedom of choice has brought about many positive values. Cubberly states these in his book *State School Administration*, where he says: "Some of the great benefits have been that these private schools have set new standards for work, done many things in advance of what the state schools could attempt, paved the way for future state action in many lines and in addition have educated many for service to the state from their own resources and without cost to the state."

It is difficult to over-estimate the contributions of such non-tax supported institutions as Harvard,

Yale, Columbia, Princeton, Johns Hopkins, Stanford, to name but a few, to the development of our country, educationally and in many other respects.

Even though the history of our educational system has been one of secularization this came as no protest against religion but was rather a product of the natural growth and development of our democratic way of life with religious tolerance and regard for the rights of others as prime essentials. When the idea came into being of using public monies for the support of public schools only, it was a decision made out of concern for all the people and not for their group ideas and interests. Between the years of 1840 and 1880, with the influx of tremendous numbers of immigrants from Western Europe and the establishment of more and more parochial schools, we find amendments being made to the state constitutions which set out to prohibit the use of public monies for private education. This basic concept of non-tax support has been challenged in numerous cases and in some instances the laws have been changed, primarily with reference to textbooks and transportation.

In summary, I should like to point out three or four general points of view regarding private education:

1. Since choice is one of the basic tenets of our democratic way of life, it is imperative that parents be able to select the kind of schooling they want for their children.

2. The strength of many private schools lies in the fact that they were founded and are operating on principles that are, in some cases, (See Private Education, page 33)

TEACHER SALARY INCREASES PARALLEL SUCCESSFUL MSTA FINANCIAL EFFORTS

By Dr. Inks Franklin

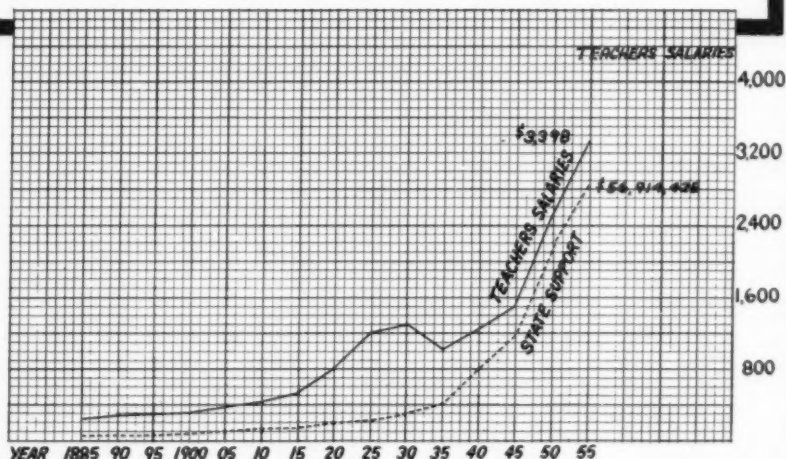
THE value of the Missouri State Teachers Association to educational progress in the state is nowhere more aptly demonstrated than in the reviewing of financial support brought about by its efforts for more than 80 of its 100 years of existence.

The Association has constantly sought to promote legislation and public favor for support adequate to meet ever-changing school needs. It is not easy to keep appropriations apace with swelling enrollments, rising costs of living, advancing educational techniques and construction needs. Placing itself in a position of leadership, the Association has usually been the first to bring to public attention the needs for greater support, new methods for raising revenues and changing need for distribution of school moneys.

Only continual awareness and relentless action can mold a legislative policy to match current financial problems. The position of the MSTA has been a vital one for advancement of educational finances, always the first step to increased educational benefits for Missouri children.

As early as 1853 school financing laws were placed in effect.

Provisions of the law provided that township school moneys should include interest on funds for school land sold, and income for lands not sold. County school moneys were to be drawn from fines, penalties and forfeitures paid into the county treasury. State moneys for schools were to come from income of a permanent school



Successful efforts of the Missouri State Teachers Association in securing additional state support for schools has made possible higher salaries for teachers.

fund, plus 25 per cent of state revenue.

Local taxes could be levied for building and buying sites for schools, but not for maintenance.

The importance of the act of 1853 was that, for the first time, a law provided for a share of state revenue to support public schools.

Revisions of the law in 1866 and 1870 provided for rather liberal tax limitations on local levels. The rates were considered oppressive by many people in the state, although the Missouri State Teachers Association regarded them as a basic step toward better education.

A Backward Step

As a result of public hostility to the rates for local taxation, the new State Constitution of 1875 imposed severe restrictions on local levies. The basic levy for all school purposes, for example, was lowered from the former \$1 per \$100 assessed valuation to 40-cents, both without voter approval.

The restriction came at the time of the Association's first stand on

school finances, and was completely opposed to the Association's position. The Association had called the attention of the Constitutional Convention and General Assembly to the 150,000 Missouri children who had absolutely no school facilities, and had advised additional taxation to relieve the unfortunate situation.

In 1876, the Association passed a resolution to increase the basic limitation for local taxation to 70-cents. Eventually, the General Assembly, though it took no immediate action on increases at local level, increased state funds for public school support from 25 per cent to 33 1/3 per cent of the general revenue.

This heralded the beginning of the traditional one-third that prevailed until the 1955 session of the General Assembly, when it was increased to 37 1/2 per cent.

Meanwhile, the Association at first supported, then rejected a poll tax amendment, which earmarked funds for public schools but was

felt to be a limitation on individual liberty.

For 20 years after the constitutional duel, the Association took no important action on financial matters. The picture changed suddenly, at the beginning of the century. Property tax was the area of interest, and the Association, by resolutions and proposals, moved to keep such local taxes for use by local school districts.

One proposed constitutional amendment to accomplish this purpose was rejected in 1908. The Association pointed out, by resolution, that the state could do well to look for other sources of taxation, since its appropriations were well over revenues. By turning to more lucrative fields, the Association said, the state would accomplish two purposes: (1) stabilize its economy; (2) give the schools a reliable, fixed source of income.

Point to Assessments

During the same decade, the MSTA brought to the attention of the people and General Assembly the necessity for uniform taxation for public school support over all state property. Investigation by the Association brought to light the fact that equal assessments for all properties did not exist. Many escaped assessment, and values were distorted for assessment purposes.

The investigating committee flatly stated that, unless reforms were made in assessment procedures, a good high school education was impossible for half the children in the state. The Missouri Tax Commission proposed, and MSTA endorsed, a resolution—property tax should be left to local communities, and the state should seek some other field for revenue.

The General Assembly had given some aid to school finances in legislation and subsequent constitutional amendments passed in 1902. Two amendments provided that (1) maximum tax on \$100 valuation in cities of 100,000 or more lifted from 40 to 60 cents; (2) certificates of indebtedness of the state

to public school and seminary funds were to be held sacred obligations of the state, and renewed, in accordance with law, at maturity.

The Association passed and reaffirmed resolutions to seek an abundant fixed income for all state educational institutions, in 1903-1905. Work was begun to find additional sources of revenue for school purposes, and studies of methods of assessing real and personal property were undertaken to see if more fair apportionment could be made. As mentioned before, a constitutional amendment on leaving local taxes in the hands of local districts failed in 1908.

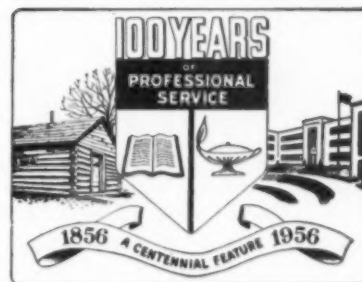
A major effort to obtain additional revenue, by means of an initiative mill tax amendment, was defeated in 1912. The amendment, strongly supported by MSTA, would have levied 10 cents on each \$100 assessed valuation, and funds would have been divided in thirds to the University of Missouri, state normal schools and Lincoln Institute.

The Association, in 1911, caused to be introduced into the General Assembly, a law to broaden state aid to weak country schools. The law, subsequently passed, did give special state aid to small, lightly populated districts. Aid was increased as a result of Association action between 1911 and 1913, and made more flexible, to include highschools as well as rural elementary schools.

As in other fields of its activity, the Association worked to bring about financial improvement for schools in the forth-coming Constitutional Convention. Agitation for the convention, starting in the mid 1910's, finally resulted in the meeting of a convention 10 years later.

Despite failure of the convention to bring about a completely revised program for education, many improvements, particularly in expansion of tax limitations at the local level, were developed through constitutional amend-

Missouri State Teachers Association



ments and conventions in this period.

In 1916, the Association recommended return of property for taxation at value provided by the constitution and stabilizing of adequate levies, rather than resubmission for vote at periodic intervals. A committee, set up to study state revenue, was to recommend methods for increases.

In 1917, the Association again struck out at inequality of assessment, and consequent detrimental results to education. An effort was made to bring about increase of teacher salaries to match wartime inflation.

Voters defeated two proposed constitutional amendments sponsored by MSTA in 1918. One would have increased ability of rural districts to tax; the other would have created a special state tax for support of public schools.

Another amendment was defeated in 1920, which would have raised limits of taxation in rural districts to \$1 on \$100 assessed valuation. The Constitutional Convention of 1922-1923 resulted in further defeats for Association supported amendments, when the entire program relating to education and taxation was disapproved by voters. The amendments would have made the county a basic unit for taxation, and continued state support at a set ratio. Exceptions to constitutional limitations on taxation would have been made.

The 1931 School Law

Other legislation was not endorsed until the 1931 School Finance Law, discussed in a later

section, and 1943 school finance laws, brought about favorable revisions.

During World War II, a constitutional amendment to authorize St. Louis County School Districts to levy for school purposes an additional tax of \$1, with two-thirds voter approval, was passed. The Association looked to this as a basis for eventual relaxing of tax limitations on a statewide basis.

The Association threw its forces against a proposed Old Age Pension Amendment, which would have "paralyzed all functions of State Government and wrecked the public school system" according to a MSTA legislative committee report. Halted by injunction, it would have earmarked \$29,000,000 in sales tax.

Provisions of the new Missouri Constitution, adopted in 1945, provided that, by vote of two-thirds of voters, levies for school purposes could be raised above constitutional limits to a level set by the General Assembly. County school funds were to be invested in state and federal securities.

The adoption of the new constitution finally gained the more liberal tax basis MSTA had sought for more than 50 years.

Revenue receipts of school districts derived from local sources, increased from \$43,076,550 in 1944-1945, the year before the new expanded tax limits contained in the new constitution were effective, to \$114,820,900 in 1954-55.

Nearly all of this increase in local support was made possible by liberalization of tax limits in the new constitution and subsequent amendment in 1950. The 1950 amendment provided that a simple majority vote could adopt school levies, instead of the former two-thirds. It made possible maintaining of current levies without great difficulty, within constitutional limitations of \$3 in school districts in cities and towns, \$2.67 in St. Louis and \$1.95 elsewhere.

To illustrate how MSTA's support of new methods, or agitation

for better enforcement of existing laws for school support has provided money for public schools, here are a few figures.

In 1842, only \$1,999.60 was apportioned by the state for public schools. The laws mentioned near the beginning of this article, increased the apportionment to \$217,674.40 by 1856, the year the Missouri Teachers Association was organized.

Appropriation Reaches \$1,000,000

But not until 1901 did the amount go over the \$1,000,000 mark, with an appropriation of \$1,086,020.81 for support of public schools. In later years, the apportionment reached a high of \$4,339,439.79 in 1922 and gradually diminished to a low of \$1,899,001.89 in 1931. No wonder MSTA protested that children of the state were being denied educational opportunity!

An important step forward was made when the MSTA was successful in getting the 1931 school finance law passed.

The benefits of the new law were illustrated by the fact that six to seven thousand more high-school students were enrolled than under the previous setup, and rural school enrollment jumped by 27,000. This was at the beginning of 1932, the darkest days of the depression.

Two and one-half million dollars more than formerly were distributed as state school support. Support was doubled, even quadrupled, in many districts.

Money for transportation of pupils living two miles or more from school was provided, making possible better attendance.

1931 Law Financed

State appropriations continued to increase until the 1931 school law was finally financed in full in 1941-42. The apportionment that year amounted to \$17,137,568.64. When all school apportionments were paid there remained \$881,597.35 that could not be distributed to districts.

This surplus of over \$800,000 in the school fund increased the activity of those members of the Legislature who had been advocating a reduction of the one-third in state revenue allotted to schools. Conservatives, those who were opposed to good schools, and some legislators from the two large cities were joining forces to cut the school fund to 30% of the general revenue.

A crucial vote came early in the Sixty-second General Assembly. The vote was 63 for reduction and 70 against.

Upon the defeat of this motion to reduce the fund by 10% the MSTA led the way on enacting legislation that removed the ceiling on school appropriations. It increased apportionments on the second level of distribution and added an entirely new third level that would permit the distribution of an unlimited amount of funds.

Rural and urban districts shared in the new funds.

From 1942, when schools received just over \$17,000,000, annual increments were experienced sufficient to nearly double the fund by 1948 when it amounted to \$32,801,027.35. This represented an increase of \$800 per teaching unit.

A record-breaking appropriation for state aid to schools was made by the 1947 General Assembly when it provided above the usual one-third, \$2,500,000 more in funds for free public schools.

This appropriation broke a precedent of 61 years' standing during which the Legislature had consistently appropriated one-third of the state revenue.

During the interim from 1948 to 1955 hard fought battles in the Legislature resulted in increases so the total fund amounted to \$56,500,000.

In the span of 16 years the state apportionment had been increased from \$13,412,680 in 1939-40 to \$56,500,000 in 1955-56 more than quadrupled.

(See Salary Increases, page 20)

MODERN LANGUAGES IN ACTION

a brief look at
current activities in the field

BY ALBERT BRENT, PRESIDENT,
MODERN LANGUAGES ASSOCIATION
OF MISSOURI AND ASSOCIATE PROFESSOR
OF SPANISH, UNIVERSITY OF MISSOURI

Since the fall of 1952 when the Modern Language Association of America, with financial support provided by the Rockefeller Foundation, inaugurated its FL (Foreign Language) Program, many significant things have been happening in the modern language field. Since that time, modern language teachers in Missouri and over the nation have been stimulated and challenged in multiple ways to examine, evaluate, and intensify the study and function of modern foreign languages in this country. As stated in a recent progress report, "The FL Program is a constructive inquiry into the role which foreign languages *should* play in American life. It is a long-range action program based at every stage on careful study and research. It is concerned with language learning at every level of American education—and outside the classroom. It seeks to improve living language instruction while improving public attitudes toward foreign languages as an element in the curriculum." The Program so far has provoked a widespread response that is most gratifying, not only from modern language teachers themselves, but also from leading representatives of other fields, academic as well as outside the teaching profession. Looking at the accomplishments of the Program to date, it is indeed evident

that this endeavor has already contributed much to a clearer understanding of the needs and opportunities of foreign language instruction in the United States.

Among the various activities in which participants of the Program have been engaged for the past four years, and which are to continue indefinitely—nation-wide surveys and inquiries, conferences in many states of educators in both modern languages and other areas, numerous publications and their dissemination—two are particularly noteworthy and should be of special interest to Missouri teachers and administrators. These have to do with qualifications of high school language teachers and the teaching of foreign languages in the grades.

What should be the qualifications of modern language teachers at the secondary level? Last year a committee of the FL Program drew up a Statement of Qualifications, which has since been approved and published by fifteen national and regional modern language associations. The Statement comprises what the committee considers the minimal, good, and superior qualifications to be, in terms of aural understanding, speaking, reading, and writing ability, competency in language analysis, cultural knowledge, and professional preparation as it

concerns methodology and techniques.* Since the Statement was issued, definite plans have been made to establish a nation-wide testing program to implement these recommendations for improving the preparation of language teachers and the quality and effectiveness of their instruction in high school. It is significant that the Statement has been endorsed by a group of educators prominent in the fields of teacher training and accreditation, among them the director of the National Council for Accreditation of Teacher Education, the president of the National Association of State Directors of Teacher Education and Certification, and the deans of the schools of education at New York and Harvard universities. A portion of their statement of endorsement is as follows:

We commend the MLA for leadership in clarifying the desirable qualifications of and means of preparing teachers of modern foreign languages. We believe that application of the principles specified . . . is central to effective preparation of future teachers in **all** subject matter fields. Methods of certifying teachers should hereafter guarantee adequate preparation by including **evidence of proficiency based on performance** as well as upon credit hours.

Certification of candidates by the

*Copies of this Statement can be obtained by addressing the FL Program of the Modern Language Association of America, 6 Washington Square, North, New York 3, New York.

**"The FL Program," Report No. 3, May 1956. Published for the MLAA by D. C. Heath and Co.

State, and accreditation of programs of teacher education by the professional accrediting agency, should therefore be based on . . . (these) principles. All institutions professing to prepare teachers of modern foreign languages for elementary and secondary schools should set up **specific programs** designed to give future teachers the desired qualifications in their teaching field as defined by the MLA. . . .**

Incidentally, attention is also being given at this time to the preparation of college foreign language instructors as well.

In keeping with the rapidly growing movement of teaching foreign languages in the grades, where their study should rightly begin, the FL Program has made great efforts to explore and encourage this fascinating and highly important level of language experience. The most recent survey of the FLES (Foreign Languages in Elementary Schools) program reveals that at the beginning of the 1955-56 school year, at least 271,617 public elementary school children (kindergarten through grade 6) were receiving foreign language instruction throughout the country, an increase of 62,000 over the number reported the previous year. (Fifteen years ago, the number was less than 5,000.) These pupils were in 1,977 schools located in 357 cities and towns of 44 states and the District of Columbia. A similar survey made of Catholic elementary schools showed an additional 156,700 children who were studying foreign languages. Of the languages being studied, Spanish led in public school, French in Catholic schools. To meet instructional needs as to both teaching materials and qualified teachers, an increasing number of guides, manuals, and other classroom aids are being made available as a part of the FL Program, and summer workshops, of which there were 29 last year, are affording teacher training in this field.

Within our own state, foreign language instruction in public elementary schools has been carried on for some time, but only to a very limited extent. St. Louis has

had a FLES program since 1943. An active interest and support on the part of teachers, administrators, and the general public is greatly needed now if Missouri is to keep abreast of other states in this vital and promising movement in American education. A most interesting example of what can be done and has been done in the state to teach foreign languages to children was an account of the program conducted in the Laboratory School at Northwest State College, Maryville, published in the April 1954 issue of this magazine.

An important step toward the training of qualified language teachers in the grades was begun at the University of Missouri this fall when practice teaching in Spanish in grades 3, 4, and 5 was inaugurated in the Laboratory School of the College of Education, a joint undertaking of the College and the Department of Romance Languages. Prospective elementary school teachers interested in FLES will now have the opportunity to prepare themselves under the direction of an experienced supervisor in the field. As planned now, the program will be expanded each year to include other grades.

Throughout the FL Program to date, the increasing emphasis in recent years upon oral-aural achievement, teaching students to speak and understand the language, has been highlighted and underscored. Reports indicate that more and more schools and colleges, true in our own state, are making effective use of mechanical aids in the classroom and language laboratories to develop proficiency in the spoken word at all levels of study, in particular in the elementary school where the degree of oral-aural accomplishment can be the most remarkable. Student and public response alike in favor of this current approach to language learning is all the time more apparent.

By means of the activities here described and the many more in

which the FL Program is presently engaged, educators, in particular but equally as important, are American people as a whole, are being effectively reminded of the opportunities both practical and cultural which a knowledge of foreign languages, when put to lively use, can afford.

Salary Increases

(from page 18)

The next assembly increased the amount to \$5,000,000 and the 66th session raised it to \$7,000,000. Although the 1953 assembly boosted the amount to \$9,250,000 it was eliminated by Governor Donnelly's unwarranted veto.

In 1955 the Legislature appropriated 37½% of the general revenue for schools and submitted to the people the cigarette tax earmarked for school purposes.

With the approval of the School Foundation Program and the cigarette tax October 4, 1955 a new era in school finance was achieved.

Missouri's schools are on a budget basis and the Legislature will get its first opportunity to appropriate an amount to finance in full this program when it meets in January 1957.

As calculated by the State Department of Education it will take \$71,240,073 to fulfill the budget.

It is currently estimated the Foundation Program will be financed at about 95% for this school year of 1956-57. Schools will receive approximately \$69,350,000.

Financing the program in full next year will mean additional funds will be available for schools and at least 80% of these must be used for teachers' salaries.

Most schools gave substantial salary increases to teachers this year and apparently similar increases are in store for next year.

Because more funds are available for teachers' salaries boards of education can secure and retain better teachers for Missouri's children and the teaching profession looks up.

Delegates Adopt Resolutions

Missouri State Teachers Association, Kansas City, Nov. 7, 1956

I. Democracy

We affirm that the perpetuation of democracy is dependent upon an educated citizenry; that the public schools contribute significantly to national unity, common purpose, and equality of opportunity among our people and that education is the greatest constructive force at the disposal of democratic people for the solution of their problems.

II. National Security

We believe that our free public schools contribute immeasurably to our national security by the development of moral stamina, physical vigor, mental health, scientific knowledge, basic technical skills and civic competence of our citizens. Full preparedness requires that every youth reach maturity fully qualified for the duties of citizenship in peace or war.

III. International Relations

We pledge our support to the program of international cooperation determined by the action of Congress through various organizations, including the United Nations and UNESCO. We believe that American youth, as a part of their education for citizenship, should learn in school why their country has chosen to follow a policy of international cooperation, how that policy functions, and the significance of joining other sovereign nations as a member of the United Nations. We support the World Confederation of the Organizations of the Teaching Profession as an agency designed to promote international understanding and a closer relationship between teachers in the different countries. We favor the continued exchange of teachers and students between nations.

IV. Values in Education

We affirm that the purpose of education is the development of each individual for the fullest participation in the American democratic society; that social, civic, economic and vocational competencies are as important as academic literacy. Moral, ethical and spiritual values have been from the first an indispensable and significant part of the program of the American public schools. We shall continue to employ every means possible to instill high moral principles in our children and youth and join with the home, the church and all other constructive community agencies for this purpose.

V. Teacher Education

Since the quality of the educational program is determined chiefly by the quality and professional competencies

of the persons who teach, in the interest of the educational welfare of children and youth we recommend:

(a) A minimum of four years of thorough cultural and professional preparation for all teachers looking toward the requirement of five years.

(b) The encouragement of students with desirable personal traits, social understandings and high scholastic abilities to enter teaching as a profession.

(c) That the program of the National Council for Accreditation of Teacher Education be implemented and that institutions in Missouri with teacher education programs meet recommended standards.

(d) That Missouri's teacher-education schools and colleges be financed on a level that would provide salaries making it possible to secure the most desirable type of individual to instruct teachers.

(e) A significant increase in the number of public and private scholarships to enable competent young people to enter the teaching profession.

(f) The establishment of FTA chapters in all institutions educating teachers and FTA clubs in high schools.

VI. Teacher Welfare

To attract to and retain in teaching a sufficient number of professionally qualified teachers we recommend:

(a) Salaries at the professional level for all Missouri teachers paid according to adopted salary schedules with annual increments based upon experience and training which recognize the services and responsibilities of teachers in comparison with those of other professions and which compensate for thorough professional education and in-service growth.

(b) The provision of professional security through adequate provision for tenure and sick leave.

(c) That sex, race or marital status not be a factor in the employment, placement and promotion of personnel.

(d) The establishment of a uniform policy of granting tax exemptions for professional expenses with teachers being allowed to deduct essential professional expenses such as those involved in summer school attendance, educational travel and sabbatical leave.

(e) Equal tax treatment for all retired persons and urge such further amendments of federal tax law as may be necessary to achieve this goal.

(f) That provisions for retirement be significantly improved and that a program of reciprocity between the Public School Retirement System of Missouri and the two local retirement systems in the State be developed.

(g) Attention be given to the benefits

to be derived from the establishment of policies of sabbatical leave.

VII. Finance

We recommend adequate educational opportunities for all children made possible through combined support from federal, state and local sources.

In order that the School Foundation Program may be effective in improving Missouri's public school program, we urge its complete financing by the Sixty-Ninth General Assembly.

We recommend that any legal provision requiring the extension of the educational program or service of the public schools provide for its financing.

We recommend that all school costs, including capital outlay, be used in determining the per pupil cost of the school.

Because of the tremendous need for school buildings we urge federal funds for school building construction. Such funds should be distributed according to an objective formula, administered by the United States Office of Education, and channeled through regular state educational agencies.

We recommend that all rentals, royalties, and other sums payable to the federal government under any lease of the outer continental shelf be made available to the states for educational purposes.

VIII. Conferences on Education

We believe that the White House Conference on Education has helped to inform and interest the American people in the achievements, problems and potential of their schools. We urge Congress to enact legislation providing substantial federal funds for emergency school construction purposes as recommended by the Conference.

The Association urges that the impetus provided by the state and district conferences be maintained through increased public study and support of education at all levels.

IX. General Assembly

We express our appreciation to the Sixty-Eighth General Assembly for the enactment of legislation favorable to public education.

We urge the Sixty-Ninth General Assembly to provide for the complete financing of the School Foundation Program.

We urge the state to recognize the serious school building needs and to assist in every way possible in their solution.

X. Integration

Missouri's compliance with the recent Supreme Court decision relative to public schools has gained national and

international acclaim. We commend our pupils, teachers, boards of education, and patrons for this noteworthy achievement.

It is our conviction that any problems relating to integration can be solved by citizens of intelligence and good will working together for the good of all.

XI. Education of the Gifted

In order that potential leaders of our democracy may be fully developed, we recommend that attention be given to the education of the gifted as well as other atypical children.

XII. Juvenile Responsibility

Recognizing that the school shares with the home, church and government the task of developing a better understanding and acceptance of juvenile responsibility, the Association urges an expansion of community, state and federal agencies in the effort to solve this problem.

XIII. Television

The Association should encourage experimentation and research concerning the judicious use of television in the classroom.

XIV. School Age Limits

We recommend that consideration be given to school age limits as provided by law.

XV. Professional Associations

(a) On the Centennial of our Association we express our gratitude and appreciation to those individuals who with vision and devotion founded our Association and to all past members who have worked untiringly in order that every Missouri boy and girl might receive an adequate education.

(b) We believe that every teacher has a professional responsibility to hold membership in our local, state and national organizations.

(c) We recommend the development of strong unified local community associations of sufficient size to be effective in determining educational policies and legislation.

(d) To further the appreciation of the importance of education in American life, we recommend that appropriate observation be made during 1957 of the Centennial of the National Education Association.

(e) It is recommended that membership on professional committees on all levels be composed of persons who are active and interested in the work of the local community association.

XVI. Division of Public Schools

We commend the leadership of the State Department of Education and pledge our continued cooperation.

We deem of special significance to public education in Missouri:

(a) Continued progress in school district reorganization which has reduced by more than half the number of school districts in Missouri.

(b) The increased professional preparation of teachers during a period of extreme shortage.

(c) The impetus and leadership provided toward effecting better schools through statewide projects in curriculum development.

XVII. Appreciation

The Missouri State Teachers Association expresses its appreciation to Kansas City for all the courtesies extended for the comfort and convenience of the membership attending the Convention. Special thanks are given to the administration, faculty and pupils of the Kansas City Public Schools, to the Kansas City Board of Education and to the local committees in Kansas City for their careful attention to details looking toward the smooth running of the Convention, to the press and to the radio and to all persons who in any way contributed to the success of this Convention. The Missouri State

Teachers Association expresses appreciation to the officers and committees and to the Executive Secretary and the staff for leadership throughout the year on behalf of public education in Missouri.

CANDIDATES GUESTS OF BARRY CTA

The Barry County community teachers association had the candidates for county representatives to the General Assembly as their guests for a meeting held in October.

The candidates were given an opportunity to express their views concerning education and the problems confronting it. Educators in attendance termed it a very successful meeting.

MY CREED AS A TEACHER

I BELIEVE teaching is a profession worthy of man's best effort. It provides opportunity for unmeasurable and unending benefits to present and future generations. Out of the classrooms come all our mechanics, technicians, and professional workers. The public school teacher has a part in all these lives—even as he also has a part in the lives of the criminals and the undesirable elements of society. Therefore, I should strive diligently and untiringly to exert the needed influence to better the human element of civilization.

I BELIEVE my pupils are basically good and sincere. All their behavior is caused behavior. They deserve an agreeable opportunity to prepare for a full life of service and I should aid in their preparation by making my classes not only informative but also interesting and enjoyable as well.

I BELIEVE in my administration and supervisory personnel. If I see a fault in any one of them I must remember that the fault may only be in my judgment; also that the person is only human and "to err is human." I should give my genuine support and cooperation to efforts of leaders to better our educational program. If I do not have confidence in the leaders, I should find another job.

I BELIEVE in my fellow teachers. I recognize we have many differences. We have many faults. But together we are strong and working for a common cause. Any criticism I have should be constructive and directed to the proper source. I shall appreciate and act on such criticism given to me. I must refrain from "back biting." I shall not be jealous and influenced adversely by envy. I shall remember that I am not injured by the success of another.

I BELIEVE in my school. Out of it has come many thousands of worthy citizens, a measure of its service.

I BELIEVE in my duty to do all I can to help my country attain the high ideals of a democracy.

I BELIEVE that through the teaching profession I have a part, although an infinitesimal part yet a definite contribution, in a play which has eternity as a setting.

Assimilated from many sources:

JAY L. LOGUE

Proposed Changes in Public School Retirement System of Missouri

The Delegate Assembly of the Missouri State Teachers Association at its meeting in Kansas City, November 7, approved the report of the Legislative Committee which included the following statements of position on retirement benefits:

"This Delegate Assembly hereby endorses the provisions for the improvement of the Public School Retirement System as printed and furnished this body and that the Legislative Committee sponsor the introduction and passage of these proposals in the 69th General Assembly of Missouri.

"In event such legislation is not approved by the General Assembly that the Board of Trustees of the Public School Retirement System request at the earliest possible moment the Governor of Missouri call a referendum so members of the Retirement System be permitted to vote on Social Security coverage for teachers and that the Missouri State Teachers Association is hereby authorized and directed to support this referendum."

Suggested changes are based on a contribution rate of 6%.

It is anticipated a bill incorporating these changes will be ready for introduction when the General Assembly convenes January 2. It is not too early to begin interpreting this measure to your representative and senator.

1. Service Retirement Allowances—It is recommended that the limitation of forty years of creditable service be removed, and that the formula for calculating benefits be changed to read as follows:

- (1) Seventy cents plus one and nine-tenths per cent of final average salary for best ten consecutive years for each year of membership service;
- (2) Six-tenths of the amount payable for a year of membership service for each year of prior service (before 1946) not exceeding thirty years.

2. Disability Benefits—Reduce the years required to qualify from ten to eight and increase the minimum guarantee from 30% to 45% of salary rate for the last full year of creditable service prior to disability.

3. Survivors' Benefits—Reduce the years of service required to qualify from five to three; provide that a surviving widow may commence to receive benefits at age sixty (now age sixty-five); increase the survivors' benefit payments in accordance with the following schedule:

- (1) A surviving dependent spouse—\$125 per month.
- (2) A surviving widow at any age with dependent children—\$150 per month plus \$75 per month for each dependent unmarried child under eighteen years of age, with the proviso that the total of all monthly payments to such widow including payments for dependent children shall not exceed \$300.
- (3) If there is not a surviving spouse or surviving widow with dependent child, a surviving dependent unmarried child of the deceased member under age eighteen shall be entitled to receive \$125 per month with the proviso that the total of all payments to all dependent unmarried children shall not exceed \$300.
- (4) Surviving dependent parents—\$125 per month each.

4. Reduce the required years of service for deferred annuity to twenty from the present thirty.

5. Permit a member with thirty or more years of creditable service to retire at any age and commence to receive retirement allowance payments (now thirty-five years).

6. Period for Claiming Credit for Services out of Missouri, for Military Service, and for Reinstatement because of Withdrawal or Termination increased from one year to five years.

7. Maximum Salary Rate for Determining Contributions and final average salary increased to \$8400.

8. Investment Authorization changed to provide that the System may invest its funds under the laws applicable to the investment of reserves of life insurance companies.

See the next two pages for a table showing proposed retirement allowance benefits based on salary and years of creditable service.

Table of Proposed Re

Final Average Salary ¹	11 Years Membership Service ³				15 Years Membership Service				20 Years Membership Service				25 Years Prior Service	30 Years Prior Service
	Factor ²	20 Years Prior Service ⁴	25 Years Prior Service	30 Years Prior Service	15 Years Prior Service	20 Years Prior Service	25 Years Prior Service	30 Years Prior Service	10 Years Prior Service	15 Years Prior Service	20 Years Prior Service	25 Years Prior Service		
\$200	\$ 4.50	\$103.50	\$117.00	\$130.50	\$108.00	\$121.50	\$135.00	\$148.50	\$117.00	\$130.50	\$144.00	\$157.50	\$126.00	\$148.50
240	5.26	120.98	136.76	152.54	126.24	142.02	157.80	173.58	136.76	152.54	168.32	184.10	147.00	173.58
280	6.02	138.46	156.52	174.58	144.48	162.54	180.60	198.66	156.52	174.58	192.64	210.70	168.00	198.66
300	6.40	147.20	166.40	185.60	153.60	172.80	192.00	211.20	166.40	185.60	204.80	224.00	179.00	211.20
340	7.16	164.68	186.16	207.64	171.84	193.32	214.80	236.28	186.16	207.64	229.12	250.60	200.00	236.28
380	7.92	182.16	205.92	229.68	190.08	213.84	237.60	261.36	205.92	229.68	253.44	277.20	221.00	261.36
400	8.30	190.90	215.80	240.70	199.20	224.10	249.00	273.90	215.80	240.70	265.60	290.50	232.00	273.90
440	9.06	208.38	235.56	262.74	217.44	244.62	271.80	298.98	235.56	262.74	289.92	317.10	253.00	298.98
480	9.82	225.86	255.32	284.78	235.68	265.14	294.60	324.06	255.32	284.78	314.24	343.70	274.00	324.06
500	10.20	234.60	265.20	295.80	244.80	275.40	306.00	336.60	265.20	295.80	326.40	357.00	285.00	336.60
550	11.15	256.45	289.90	323.35	267.60	301.05	334.50	367.95	289.90	323.35	356.80	390.25	312.00	367.95
600	12.10	278.30	314.60	350.90	290.40	326.70	363.00	399.30	314.60	350.90	387.20	423.50	338.00	399.30
650	13.05	300.15	339.30	378.45	313.20	352.35	391.50	430.65	339.30	378.45	417.60	456.75	365.00	430.65
700	14.00	322.00	364.00	406.00	336.00	378.00	420.00	462.00	364.00	406.00	448.00	490.00	392.00	462.00

¹ Final average salary shall mean the total compensation payable to a member for any ten consecutive years of creditable service, as elected by the member, or for the entire period of his creditable service if less than ten years, divided by one hundred twenty or by the number of months in his period of creditable service if less than ten years, with the proviso that any annual compensation entering into the total compensation shall not exceed eight thousand four hundred dollars.

Retirement Allowances

Years Prior Service	25 Years Membership Service				30 Years Membership Service				35 Years Membership Service			40 Years Member- ship Serv.	45 Years Member- ship Serv.
	5 Years Prior Service	10 Years Prior Service	15 Years Prior Service	20 Years Prior Service	No Years Prior Service	5 Years Prior Service	10 Years Prior Service	15 Years Prior Service	No Years Prior Service	5 Years Prior Service	10 Years Prior Service		
7.50	\$126.00	\$139.50	\$153.00	\$166.50	\$135.00	\$148.50	\$162.00	\$175.50	\$157.50	\$171.00	\$184.50	\$180.00	\$202.50
4.10	147.28	163.06	178.84	194.62	157.80	173.58	189.36	205.14	184.10	199.88	215.66	210.40	236.70
0.70	168.56	186.62	204.68	222.74	180.60	198.66	216.72	234.78	210.70	228.76	246.82	240.80	270.90
4.00	179.20	198.40	217.60	236.80	192.00	211.20	230.40	249.60	224.00	243.20	262.40	256.00	288.00
0.60	200.48	221.96	243.44	264.92	214.80	236.28	257.76	279.24	250.60	272.08	293.56	286.40	322.20
7.20	221.76	245.52	269.28	293.04	237.60	261.36	285.12	308.88	277.20	300.96	324.72	316.80	356.40
0.50	232.40	257.30	282.20	307.10	249.00	273.90	298.80	323.70	290.50	315.40	340.30	332.00	373.50
7.10	253.68	280.86	308.04	335.22	271.80	298.98	326.16	353.34	317.10	344.28	371.46	362.40	407.70
3.70	274.96	304.42	333.88	363.34	294.60	324.06	353.52	382.98	343.70	373.16	402.62	392.80	441.90
7.00	285.60	316.20	346.80	377.40	306.00	336.60	367.20	397.80	357.00	387.60	418.20	408.00	459.00
0.25	312.20	345.65	379.10	412.55	334.50	367.95	401.40	434.85	390.25	423.70	457.15	446.00	501.75
5.50	338.80	375.10	411.40	447.70	363.00	399.30	435.60	471.90	423.50	459.80	496.10	484.00	544.50
5.75	365.40	404.55	443.70	482.85	391.50	430.65	469.80	508.95	456.75	495.90	535.05	522.00	587.25
4.00	392.00	434.00	476.00	518.00	420.00	462.00	504.00	546.00	490.00	532.00	574.00	560.00	630.00

² Amount per month per year of membership service.

³ Membership service is service rendered after July 1, 1946.

⁴ Prior service is service rendered before July 1, 1946. A year of prior service is equal to .6 year of membership service.

SECRETARY'S PAGE

In Brief

THE Missouri Breakfast at the meeting of the AASA in Atlantic City will be at the Ritz-Carlton Hotel, Tuesday, February 19, at 8:00 A.M.

Reports of committees approved by the Assembly of Delegates in Kansas City, including the resolutions adopted and the auditors report are available.

The construction of the new dining hall at Bunker Hill is well under way. The old dining hall is being converted into an attractive lodge by the Kansas City Teachers.

An excellent FTA Chapter has been organized at the Northeast Missouri State Teachers College, Kirksville. Our goal is a functioning chapter in every institution educating teachers. FTA Clubs in high schools continue to increase in number.

As long as we educate and make available for placement each year less than half as many teachers as are required to fill vacancies, any talk about catching up with the teacher shortage is sheer folly. Many older people have been brought back into teaching. The average age of teachers has increased significantly during recent years. One of these days the seriousness of the situation will be more readily recognized.

In view of the crowded situation at the Association Building it was fortunate indeed that the property adjoining on the north could be secured.

Many schools have already secured a Missouri Flag since they were made available by the association a short time ago.

The group Health and Accident Plan has been improved to make available up to \$15.00 per day for hospital board and room, plus \$150.00 for miscellaneous expense while in the hospital. The cost of this group insurance has never been increased since it was initiated.

Legislation

The 69th General Assembly convenes on January 2. The Assembly of Delegates in Kansas City unanimously supported the full financing of the foundation program for the next biennium. This can and will be done if the professional group is alert and active. Full financing of the foundation program will make possible a continued adjustment upward of teachers salaries. This is our greatest educational need.

The Assembly of Delegates authorized the introduction of legislation to improve the state retirement system and to strengthen the continuing contract law. It supported the adequate financing of our teacher education institutions.

A legislative committee on special education it is understood will prepare and have introduced legislation growing out of its study.

Numerous educational bills are always introduced. Many are unimportant and others desirable. The professional group should always concentrate on the two or three major objectives. Let us ever remember that it takes unified action to get results. It is difficult to be constructive.

The new National Congress likewise convenes in January. Surely statesmanship will prevail and among other things provision be made for emergency school building construction.

Legislative bulletins will be issued regularly as in the past. Let us know if you are desirous of receiving them. Bills will be abstracted as introduced and further information supplied on request. Every effort will be made to keep the teaching group fully informed.

The Officers and Staff wish for each of you a happy Holiday Season and success throughout the coming year.

COMMENCEMENTS



Some tips on how to plan for what is beyond a doubt the greatest school show of the year

by Dr. H. Pat Wardlaw, Assistant Commissioner,
State Department of Education, Jefferson City

COMMENCEMENTS are somewhat like Christmases. Both are seasonal, and during the short span of a lifetime a single individual will rarely experience very many of either. Taking part in a hundred commencements would not at all make one an authority, but it should make him a veteran or something of the kind—and should allow him to report common practices, trends, and opinions. It is upon this basis that I am willing to speak out, attempting to serve the wishes of superintendents, principals, and teacher-class-sponsors who often have asked me questions about trends in commencements, about practices in other schools, and even about my opinions as to what seems desirable in the conduction of appropriate commencement exercises. It is easy to recognize that most all who have commencement responsibilities in our public schools would desire sincerely to plan the most effective and worthwhile graduation activities for the closing of the school year. They realize full well that there is really nothing trite about the o'd adage that in the eyes of the public "as goes the commencement, so has gone the school." Their desire to improve their commencement activities is equally as earnest and commendable, therefore, as their desire to improve other aspects of the school program, and if my writing

of practices and improvements as I experience them on a statewide basis will be a service, I shall be pleased.

Because of recency, if nothing else, my most vivid recollections will, of course, relate to the dozen commencements I attended last spring. As a group I would say they were most properly conducted, and, in my opinion, as in other aspects of the school program, improvement in commencement programs comes each succeeding year. From each of the past year's commencements could be taken one or more parts, the total of which would, I am certain, make the perfect commencement program. I refer, of course, to the visiting-speaker type program and not to the non-speaker type in which the senior class itself, or at least the school, provides the program. There are many arguments, of course, in favor of each type—the former being more common perhaps because it is easier to plan and work out at such a busy time in the school year.

Obtaining A Speaker

Interesting and challenging speakers are not quickly and easily found, and this fact emphasizes the necessity of planning the school calendar sufficiently in advance that the exact date for commencement can be known and contact with speakers made at a very early

date. Six months prior to commencement is not too early to start. In fact, many speakers are booked for the few most common Thursday evenings even earlier than that. After the speaker is determined, certainly not later than thirty days prior to commencement, someone in authority should notify him of the general type of program, amount of time allotted to him, and the like. In turn, a speaker worthy of addressing an audience on such an auspicious occasion will keep in mind certain obligations which are his. Certainly he will arrive twenty to thirty minutes before the commencement hour in order that any concern about his arrival may be dispelled, and in order that he may have time to meet class officers, faculty members, board members, ministers, and others as the occasion will demand. He will have taken his speaking engagement seriously enough to have made careful preparation, keeping in mind local school and community conditions insofar as he could have determined them, and, upon request of the superintendent, will have provided in advance such materials regarding himself and his address as are ordinarily needed for publicity purposes by the newspapers, radio, and T.V. stations. In truth, a good commencement speaker will cooperate in every way to help local authorities provide

a commencement that will evoke the sincere commendation and respect of the most critical and discriminating people of the entire community.

After the speaker is selected, it is usually rather easy to determine the rest of the personnel for the program and have printed announcements ready several days prior to commencement. Care should be taken to see that the printer sets up the most attractive program pattern possible. This commencement item is perhaps the most cherished and longest kept by a large number of people, and the kind of impression the public gets of it is the kind likely to be had of the whole school. Names of participants and titles should be checked over carefully for spelling, consistency, and the like because carelessness in this item has actually been known to spell the educational doom of those responsible for it.

The necessity of ordering caps and gowns at an early date is so obvious that no elaboration is necessary. Since there are practically no administrators, teacher-sponsors, nor community patrons left who feel that custom must reign supreme and that commencement patterns must remain the same year after year, there seems to be a definite trend toward the selection of caps and gowns of color other than the conventional black or gray. School colors are often exemplified, at least with respect to the tassels. In all cases the girls wear white (except for tassel) and the boys wear the color—blue, maroon, and the like. This practice seems to add flavor to a high school commencement and to take away the drab, gloomy, stolid feeling accompanying the use of gray or black.

Another old custom not often seen in recent commencements is the transfer of the tassel on the cap as the diploma is received and, supposedly, actual graduation takes place. Apparently most graduates and most sponsoring teachers and administrators feel that the tassel can best be worn on the

left throughout the entire ceremony.

Marching In

For many years it was customary for graduates to march into the auditorium and to their seats in a slow, cumbersome, hesitating sort of step made to a one-two count. This was very difficult to do and never seemed to make any sense—at least to the graduates themselves. Anyone who has been observant of the older type step, must have witnessed taut seniors becoming overbalanced at a critical moment, usually to the amusement of the audience and always to the embarrassment of themselves. The most common, and seemingly the most desirable practice, therefore, is to have seniors march in naturally, but somewhat slowly, to regular march time. "Lining the graduates up" in terms of height is also almost forgotten. For one of the biggest occasions of a lifetime sweethearts should be allowed to march and/or sit together. Mixing boys and girls somewhat of their own choosing seems to be both prevalent and desirable.

In many cases auditoriums are not of sufficient size to accommodate a capacity crowd and to allow for the graduates to be seated facing the stage. If it is at all possible, however, such an arrangement should be made because graduates themselves, in most cases, do not desire to sit on the stage where they can be objects of scrutiny by the entire audience throughout the program. In addition, it is unfair for them not to be able to face the speaker whose primary job is to say something interesting and beneficial to them. At the same time, it is most unfair to the commencement speaker to expect him to deliver an address of interest and benefit to the senior class when he cannot face them as he speaks to them. The building of modern and larger auditoriums has advanced at a rapid pace in recent years and has, of course, been the greatest single cause for the death

of another old and awkward custom.

In times past commencements often have lasted as long as ninety to one hundred minutes. The writer has experienced many of this length, but during recent years school administrators have constantly striven for commencements not to exceed sixty minutes in total time. In order to do this speakers are quite often allocated a specific amount of time (twenty-five to thirty minutes), and when such is done, a speaker should by all means abide by his time allotment. In such case there will be plenty of time for the ordinary processional, invocation, introduction of the speaker, presentation of class, presentation of diplomas, and even a short, two-to-three-minute welcome by the salutatorian and a two-to-three-minute statement of thanks and appreciation by the valedictorian. Rarely are the valedictorian and salutatorian called upon to deliver more lengthy addresses, and rarely is time taken to announce scholastic and other honors and to present awards of various types. Such are usually awarded at special class-day programs arranged either for the morning before or the morning after graduation. This recognition and the recognition given by local newspapers and by word of mouth seems to be entirely satisfactory, and most patrons, graduates, and administrators seem greatly to prefer the more abbreviated type of commencement program.

Shake Their Hands

The awarding of diplomas appears to be recognized as a responsibility of the president of the board of education or some other member designated by the board. This seems logical because of the fact that diplomas are actually written statements authorizing graduation by the board of education, which is the legally responsible agency in each school district. Either the superintendent of schools or the high school principal should introduce the board mem-

ber, and it seems appropriate that the board member should make a brief statement of three or four sentences expressing pleasure at the opportunity which is his. None of the introductions or presentations need involve more than a few seconds of time. It is quite logical except in the case of very large classes, that when the diplomas are presented the graduates should be expected to walk to, or across, the stage as their names are called. In order to lessen the amount of time involved, it is necessary and customary to have the line of marching seniors constantly in motion. The older idea of having one senior at a time come slowly to the stage and return before the next should start seems to have been discarded in favor of some speedier method. It seems very logical and very appropriate for either the superintendent or high school principal, or both, to shake hands with each graduate immediately after the presentation of the diploma. This is not a time-consuming operation, and it seems to be an idea well received by patrons, parents, and the graduates themselves. Certainly it tends to indicate a deep interest on the part of the superintendent or principal, and some graduates have said that it gives them a greater sense of pride in their accomplishments. Special plans should be made to facilitate the taking of pictures by parents and friends, and previous announcement should be made that such will be welcomed. Remember that parents and friends value highly these pictures which can be taken on the spot only once in a lifetime.

The recessional has so often in recent years been called the "Bataan March" that the writer and most others to whom he has talked about it have been happy to see the idea discarded in favor of a more natural, more logical plan of allowing the graduates to be immediately absorbed by the audience, where they can be congratulated by parents and friends and whereby many of the tears and

ragged heart beats can be avoided. One of the most satisfactory innovations the writer has seen is one in which the minister, just prior to the benediction, announces that the end of the benediction will close the ceremonies, and the audience may feel free immediately to move forward to congratulate the graduates. Through use of this or some similar plan everyone seems to feel much better about the ending of a rather serious and sad occasion. Since the commencement is primarily for the graduates they should be allowed under proper guidance and leadership, to make the decisions regarding the culminating activity of their school career. Given the choice most of them would, no doubt, choose to eliminate entirely the "Bataan March."

Do's and Don'ts

In summary, there seem definitely to be some trends and some accepted practices about commencements which should be worthy of consideration by those who have responsibility for planning them and in turn some practices which should probably be avoided if possible. These do's and don'ts are repeated briefly as follows:

1. Determine the school calendar prior to the opening of the school year and obtain the commencement speaker four to eight months in advance of commencement. Don't delay until desirable speakers are booked and last-minute frustrations begin to build up.
2. Provide an attractive printed program, perfectly done in every respect. Don't omit titles, initials, parts of names, and otherwise "mess up" what can be the most impressive item in selling a good school to its public.
3. Order caps and gowns at an early date, and give the graduates some option as to color. Don't adhere too closely to custom in choosing the conventional gray unless local circumstances make it necessary. The same would be true, of course, with respect to the transfer of tassels.

4. Allow the graduates opportunity to choose what many of them call a "respectable march" in the processional and allow friends and sweethearts to sit or march together. Don't stultify the situation by being arbitrary about the age-old, one-two, stop-and-go march in the processional and the marching and seating order of the graduates. Let them enjoy graduation to the fullest insofar as reason will allow.

5. Limit the graduation exercises to approximately sixty minutes if at all possible. Don't bore all to death with lengthy announcements, a multiplicity of musical numbers, and a complete list of school honors and individual accomplishments. This can better be done at a day-time honors day program.

6. Allow each graduate to move quickly to or across the stage to receive the diploma. A variety of methods may be used, depending upon the local conditions and arrangements, but speed and facility should be the keynote. Don't use valuable time with a slow and cumbersome method of passing out diplomas, especially if the class is large, but don't neglect the opportunity to show off each individual graduate on the stage or in full view of the audience, and don't neglect to provide an easy means for parents and friends to take pictures during the time.

7. Allow graduates some choice in the method of closing the commencement exercises. Consider the elimination of the "Bataan March" to see how the graduates, parents, and patrons react. Don't fear custom or precedent in this or any other item, at least until you have opportunity to know what local reaction will be like. Departures from previous school customs and traditions are likely to be well received if the total commencement is carried out in a smooth, orderly and attractive fashion.

To many, the above suggestions, practices, and trends may seem
(See Commencements page 33)

CONSIDER THE HARD OF HEARING CHILD

By Charles Sessler, St. Louis



To many an over-burdened teacher today, any "special" child to be added to the class load may look like the final straw on the proverbial camel, so the hard of hearing child going into a new room for the first time is liable to be greeted with concern or downright dismay. Yet the trouble anticipated by the teacher may not develop, in most cases need not develop, if the teacher only knows what to expect of the child and what he has a right to expect of her.

The help which the hearing handicapped child has a right to expect in the regular school consists mainly of simple consideration. The consideration, however, is based on an elementary understanding of what it means not to hear well, the problems involved and the reactions to be expected. The hard of hearing child is one who, although unable to hear perfectly, can acquire speech and language naturally through hearing. This does not mean that the speech of the child is necessarily perfect, his language ade-

quate, or that his hearing is functional without a hearing aid, for deficiencies in these areas grow out of the very nature of the handicap. But with understanding assistance, the hard of hearing child can experience success in the academic and social activities of the class. He can be well-adjusted and happy, and he can make his own contribution to the life of the school.

Consider, first, the nature of hearing. The ear has been compared to a harp, an instrument producing a range of notes which correspond to the pitch of its strings. The normal ear hears these notes at their appropriate loudness, but the hard of hearing ear may hear them in one of three different ways. All of the sounds may be audible, but so faint and difficult to hear as to require intense concentration to follow. Some tones may be so depressed that when the child comes up close enough to hear them the others become uncomfortably loud. And some notes may be so depressed as to be inaudible under any circumstances.

It is as if those strings were plucked from the harp.

Thus different hard of hearing children may have very different problems. One may misunderstand because he cannot hear the sounds loud enough, another because the sounds which distinguish speech (usually the consonant sounds) are permanently missing. Speaking loudly may help the first child, but only annoy the second, who is already under a nervous strain trying to understand what he can only partly hear. For the same reason a hearing aid, which is merely an amplifier, may be of great benefit to one child and worse than useless to another. A third child, who might be suffering from a combination of these two types of hearing loss, may be able to use an aid under favorable conditions for listening, but turns it off whenever the room becomes a bit noisy.

Consider the hearing aid. Reactions to it vary from absolute rejection to complete dependence. To the majority of hard of hearing children the aid is a great boon in the classroom. They should be encouraged to wear their instruments wherever they go, not only for their own benefit, but also to spare the patience of those who must otherwise make greater effort to be understood.

Consider the type of hearing loss and its severity. These are two variables of evident importance to communication. One who does not hear certain sounds will tend to slight them in his own speech. Omission of "s's," "f's," and "th's," and substitution of "v" for "th" are frequent errors. A soft, muffled voice is typical of the child who has hearing for nearly all speech sounds, but does not hear others as loudly as he hears himself.

Sound, for him, is blocked by a defect in the transmission mechanism between the external ear and the organ of hearing. He may hear better on some days than he does on others when he has a cold or an attack of sinusitis. When the impairment is the result of high fever, disease or an incident at birth, it is more likely to be severe and permanent. Such loss is termed "nerve," because nervous tissues are affected. The delicate nerve fibers of the organ of hearing have been irreparably damaged.

A third variable influencing the degree to which an individual is handicapped by hearing loss is the age at which it occurs. A sudden loss of hearing may seriously upset an older child psychologically, but a much slighter impairment existing throughout the formative years of early childhood would have a more serious effect upon speech and general language development. Thus a child with a hearing loss of early origin may talk loudly and omit certain sounds he does not hear well. His oral language, and eventually his written language too, may be characterized by the omission of the "s" and "ed" which respectively form the simple plural of nouns and past tense of verbs. Occasionally, the more subtle uses of prepositions, articles and conjunctions may be lacking and the vocabulary seriously deficient.

Consider the effect of the language problem. Slow and, in many cases, deficient language development is the most serious result of severe hearing loss, because it affects all forms of communication. Its symptoms are inability to follow directions, to answer questions or to work problems of a complex nature, and it may create a misleading impression of the individual and his intelligence. The ordinary paper and pencil test of intelligence, such as the Binet or Kuhlmann-Anderson, may be invalidated by poor language ability resulting from poor hearing. They should be supplemented by individual performance tests.



Standardized reading tests, too, often reveal the language deficiency of the hard of hearing child, although they do not indicate the real nature of the difficulty. An informal reading situation may also expose a problem in understanding to the alert teacher. Thus the child may come to the attention of the school as one with a different sort of problem than hearing loss. Aiding in this deception is the casual nature of most oral communication, which allows the child to express himself in a very few words. Children quickly become skillful at disguising their handicaps and develop deceiving tricks and devices to avoid embarrassment. Frequently, they are thought by their teachers and classmates to be shy or dull pupils who seem to be absent a lot. Such compensatory behavior is apt to take any form, such as truancy, cheating or lying, and quite often the hearing handicap is only discovered after a child has been apprehended for problem conduct.

At the root of many positive symptoms of behavior, as well as the negative withdrawal symptoms, which are even more serious from the standpoint of mental hygiene, is the constant straining to understand with frustration attending failure. Attention to the special needs of the child is recommended to avoid these tendencies. Silverman considers important: a favorable seat near the teacher with freedom to move about in order to follow the activities in the room; a hearing aid, if needed; participation in extra-curricular activities; and access to vocational and educational guidance. The teacher, of course, will benefit from an opportunity to consult with specialists regarding specific problems. (1)

Consider the facilities available to help the child. The school must coordinate all services concerned with the hard of hearing child, both within and outside of the school, itself, for no other agency of the community is responsible for the whole child. Friedlander reports that, when investigated, available resources are frequently found to be quite numerous. In the program under coordination by the Public Schools of New York City are included the following services: lip reading instruction; a hearing aid; auditory training; medical referral; vocational rehabilitation; tutorial assistance; guidance; and a course of reading and lectures for the information of regular classroom teachers. (2)

Consider the influence of others upon the child. Medical considerations are frequently involved in the educational problems of hard of hearing children, and certainly the classroom teacher needs the cooperation of the home in dealing with them. For example, a child with a running ear is sick. In addition, his hearing acuity is usually low and nervous tensions are aggravated. A simple explanation from home at such times may avoid a trying situation in the classroom. Conversely, the teacher should cooperate with the home in securing acceptance of the recommendations of the school health office. The home should also be enlisted to aid in whatever efforts may be necessary to cope with academic difficulties the child may have.

Good study habits are especially important for the child with auditory impairment, and a program of homework may be a practical necessity. He does not

1. Silverman, S. Richard, "The Hard of Hearing Child," *National Education Association Journal*, 39: 136-7, February, 1950.

2. Friedlander, George H., "The Hearing Program," *Bulletin of the National Association of Secondary School Principals*, 38: 75-78, January, 1954.

learn as well as the normally hearing pupil from the give and take of informal life, a fact he may need help in recognizing and understanding, and he must be brought to acknowledge his problem in order adequately to cooperate with people who are trying to help him. Keaster makes a point of securing class cooperation in dealing with the inevitable misunderstandings which arise. A simple explanation of why they occur may be sufficient to satisfy the children. It is well for all to realize that lip reading is an art in which everyone does not attain expert proficiency. She lists, among others, the following suggestions for the considerate speaker to observe:

1. Speak within an easy visual range.
2. Speak clearly and naturally.
3. Speak in a favorable light—the light on *your* face.
4. Repeat in the same words only once, then re-phrase the thought.
5. Speak expressively with appropriate inflection and gestures.

(3)
Consider what the child can do for himself. Much has been said about characteristic difficulties of hard of hearing children and but little concerning the vast area in which they may be expected to succeed or excel. This is an error in perspective. Since adults with loss of hearing are to be found in almost every walk of life, there is little reason to except children from school activities on this basis. For example, a child who omits certain sounds in speaking may also tend to omit them in writing, but otherwise the auditorily handicapped child may be a superior speller. This is even likely where he is taught speech, reading and lip reading phonetically. Another area in which hearing loss is no great disadvantage is arithmetic

3. Johnson, Wendell, C. F. Brown, J. F. Curtis, and J. Keaster, *Speech Handicapped School Children*, New York, Harper, 1948, pp. 464; Keaster, Chapter VIII, pp. 304-337.

number work, although problem solving which involves the understanding of difficult language may cause trouble for the child with a severe handicap. Lane has shown that the deaf child is normal in intelligence and need not be favored in an academic situation which does not depend upon language for its solution. (4)

By and large, it is not necessary to give more attention to the hard of hearing child than common courtesy and fairness would justify. Indeed, too much assistance can become a crutch that hinders, rather than helps a child to stand upon his own two feet. He should be regarded as a normal child with a very specific handicap. As for the

4. Davis, Hallowell (ed.), *Hearing and Deafness*, New York, Murray Hill Books, Inc., 1947, pp. 496; H. S. Lane and S. R. Silverman, Chapter 15, pp. 374-376.

learning and behavior problems which may arise, an analysis indicates that they are related to the central problem of communication and tend to disappear as the child better understands and is better understood by others.

EDUCATIONAL TV ANALYZED

The role of television in education, its current uses and its future possibilities are discussed in a U. S. Office of Education booklet, "Television in Our Schools."

The bulletin is the first presentation of factors being considered in a survey of educational television by the department. Many school systems will soon have access to programs on their own or on nearby educational television stations, when programs can be built to meet individual curriculum needs, says the booklet.

Perhaps three-fourths of the school systems may now share in the 258 educational television channels.

This 38-page booklet costs \$.20 and may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

GRIN AND BEAR IT

By Lichty



"We better forget about putting on a Christmas play...there doesn't seem to be much angel material around..."

Courtesy of George Lichty and The Chicago Sun-Times Syndicate

District Association Officers

The officers and executive committees for the district associations for 1956-57 as reported to your Association are as follows:

Cape Girardeau District

President—Floyd E. Hamlett, Caruthersville
First Vice-President—J. K. Wells, Jackson
Second Vice-President—Alvin DeVault, Campbell
Secretary-Treasurer—L. H. Strunk, Cape Girardeau

Executive Committee

Forrest H. Rose, Cape Girardeau
Fred L. Cole, Irondale
George R. Loughhead, Poplar Bluff

Springfield District

President—C. W. Farnham, West Plains
First Vice-President—Adrian Gott, Ozark
Second Vice-President, Mrs. Ellis Jackson, Marshfield
Secretary-Treasurer—Howard Butcher, Joplin

Executive Committee

Herbert Cooper, Nevada
Harry Suttle, Springfield
Everett Herd, Gainesville
Ray Wood, Bolivar

Kirksville District

President—Dr. Glenn F. Leslie, Kirksville
First Vice-President—Seaton Bonta, Hannibal
Second Vice-President—Paul Wickless, Unionville
Secretary-Treasurer—Dr. Eli F. Mitler, Kirksville

Executive Committee

Lester Kraft, Perry
Mrs. Ruth Jensen, Eolia
Frances Moore, Columbia
Charles P. Dodge, Brookfield

Warrensburg District

President—Adah Peckenpaugh, Clinton
Vice-President—Frank McGraw, Marshall
Secretary—Dr. William F. Knox, Warrensburg
Treasurer—Mrs. Mildred Lass, Warrensburg

Executive Committee

Richard Bradley, Raytown
D. W. McEowen, Harrisonville
Alfred Lloyd, Higginsville

Maryville District

President—Raymond O. Moore, Albany
First Vice-President—Mrs. Freida Elwick, Grant City
Second Vice-President—Marvin Porter, Mound City

Third Vice-President—Lon Edwards, North Kansas City
Secretary-Treasurer — Everett W. Brown, Maryville

Executive Committee

Martha Copeland, North Kansas City
L. C. Skelton, Eagleville
Mrs. Frances Blazer, Mound City

St. Joseph District

President—Evan Agenstein, St. Joseph
Vice-President—Roland Lanser, St. Joseph
Secretary-Treasurer—Katie Weakley, St. Joseph

Executive Committee

W. L. Daffron, Hester DeNeen, Marie Durant, Marion Gibbons, Leo Houser, Marguerite Jones, Garnet Parman, Bertha Sailes

St. Louis City

President—Julia B. Schmidt
Vice-President—Mrs. Buella G. Brooks
Secretary—Arthur H. Buddemeyer
Treasurer—Mrs. Hazel R. Edwards

Executive Committee

Lois Albers, Mrs. Velma Appelbaum, Florence Brown, Glynn Clark, John W. Edie, Walter Ehlert, Mrs. Shirl-eymae Haefner, Mildred Huff, Kendall J. Wentz

Rolla District

President—Mrs. Dorothy Houston, Cuba
First Vice-President—J. Edwin Turner, Salem
Second Vice-President—Mrs. Hazel Biles, Belle
Third Vice-President—Marshall Jackson, St. Clair
Secretary-Treasurer—Louis J. Donati, St. James

Executive Committee

Mrs. Mildred Leaver, Rolla
Clarence Gawer, Owensville
Lloyd Boyd, Salem
Mrs. Rita Parker, Dixon

St. Louis Suburban

President—Lyda Nourse, Ferguson
First Vice-President—Dr. Robert D. Snyder, Parkway
Second Vice-President—Margaret Buerkle, St. Louis
Treasurer—Emil H. Rohlf, Nor-mandy
Secretary—Lucile Meyer, St. Charles
Ex Officio—Juva Z. Sharp, Maple-wood
Ex Officio—Dr. Carl L. Byerly, Clay-ton

Executive Committee

Louise Bradford, Berkeley
B. George Saltzman, Brentwood
Sidney P. Rollins, Jennings
Elizabeth Ruck, Kirkwood
Noah E. Gray, Lindbergh
Catherine Sondermann, West Walnut Manor

Private Education

(from page 15)

far more progressive and in other cases far more conservative than our public schools and colleges would ever dare to be.

3. In many cases the private schools have pioneered educational concepts and programs which later became accepted by the public schools.

4. Since many people feel that our public schools and colleges are unreligious because they are forbidden to include religion as an integral part of their programs, these people want schools to which they can send their children to be educated in a religious atmosphere.

As you can see, I have written this article in a controversial manner hoping that it will stir up discussion about the very basic question of private education in a democracy.

Commencements

(from page 29)

completely revolutionary. To others they may be commonplace because they have been tried and found completely acceptable. At any rate, they are given only as a matter of service and would not have been mentioned had they not been previously proved by some good school.

If the commencement is at all worthy to be had, it is worthy of the most careful thinking and planning possible. It is an event which places the greatest amount of responsibility on the senior class sponsor, the principal, the superintendent, and the graduating class. It is an event throughout which the democratic process can have full chance of operation. It is an event which can provide most excellent group and individual learning experiences for the graduates. It is an event designed primarily for the graduates themselves but one in which all concerned must give careful consideration to planning for public interest and approval. It is beyond a doubt the greatest school show of the year.

Items of Interest

Helen Thayer is beginning her teaching career in the elementary school at University City. Miss Thayer whose home is at Kirkwood is a graduate of M.U.

Mrs. Naomi Edmonds has accepted a position as an elementary teacher at Normandy. Her home is in Kansas City.

George Peters of Poplar Bluff has been appointed director of guidance at North Kansas City.

Doris Allen, Kirkwood, a student at the University of Missouri, has been elected as a member of the elementary school faculty at Ladue.

Dorothy Selch of Woolridge and a recent graduate of the Missouri University is teaching in the elementary schools at Riverview Gardens.

Doris Enfield of St. Louis is teaching physical education in the Brentwood public schools.

David Cattle, formerly at Wellington, is now teaching mathematics in Center School, Kansas City.

Yvonne Krueger, Bates City, a former student at the University of Missouri is a special education teacher in Columbia.

Helen Bodine of St. Louis has been employed to teach women's physical education in North Kansas City.

Betty Roy Smith, Jefferson City, has been appointed to teach art in the Normandy junior high school.

Ermalynn Kirk of St. Louis is teaching in an elementary school in Brentwood.

Max Crosswhite, formerly a teacher at Mexico, is now teaching social studies in the North Kansas City high school.

Mrs. Judith Fisher, a graduate of the University of Missouri, has been employed to teach in the elementary schools of Jennings.

Sarah Pixlee of Liberty has been elected to teach women's physical education in the Mexico high school.

Mary Ann Marshall of Blackwater has been appointed by the Boonville board of education to teach science.

Gwendolyn Mason of St. Louis is beginning her teaching career as an instructor in physical education at Jennings.

Elizabeth Herron a recent graduate of the University of Missouri is the general science teacher at Riverview Gardens.

Carl Bruns, formerly at St. Clair, is now teaching mathematics in the University City high school.

Mary Alice Rice of Dayton, Ohio, a graduate at the University of Missouri, has been appointed to teach in the elementary schools in Mexico.

Mrs. Walter Evans has been appointed elementary instructor in the Pattonville system.

Darlene Brunotee of Brentwood has accepted a position in the elementary schools at Kirkwood.

Neal Sievers, former elementary principal at Tarkio, has accepted a similar position at Hickman Mills.

Amelia Cairns, a graduate of the University of Missouri, is teaching vocational home economics in her home town of Independence.

Mollyanne Schwaabe of St. Louis is teaching commerce in the Mexico high school.

Mary Montgomery of Chaffee is the new commerce teacher in the Lindbergh high school, St. Louis County.

Mrs. Jerry Lee Summers Brown has been appointed to teach the third grade at Sikeston.

Merle Chester Richmond, graduate of Southeast Missouri State College, is teaching industrial arts in the Sikeston high school.

Mrs. Sue Harbison McNeely, who taught last year in the Shawnee high school, Wolf Lake, Ill., has accepted an elementary physical education position at Cape Girardeau.

Mrs. Mayme Trantham Hull of Thomasville has accepted the elementary physical education position in Riverview Gardens. She taught last year at Ironton.

Ira L. Zohner of Portageville has accepted a position as mathematics instructor in the Hazelwood high school.

Preston D. Koprivica of Kirkwood and recently returned from military service with the U. S. Marines is now teaching general science, biology and driver education in the Harrisonville high school.

Clarice W. Zohner of Portageville has been elected to teach in the elementary grades at Hazelwood.

Madonna Rose Eggers, a graduate of Southeast Missouri State College, began her duties Sept. 1 as a teacher in the kindergarten at Lee's Summit.

Mrs. Eula Margaret Underwood, a recent graduate of Southeast Missouri

State College, is now teaching in the intermediate grades at Sikeston.

Clarence Amen, high school principal at Louisiana, has accepted the principalship at R-8 Lindbergh School, St. Louis County.

Calvin Barnes, who taught elementary education in the Des Moines, Iowa schools last year, is teaching in a similar position in the Kansas City schools this year.

Patricia Walsh is the new physical education instructor in the Sarcoxie schools.

Gail Rea has been appointed as publications, speech and dramatics teacher at Mexico.

Cora Rhamy, graduate of Southwest Missouri State College, is the new first grade teacher in Mexico.

Mrs. Thelma Cave of Holt Summit is now teaching English at Rolla.

Mae Eisenhower of Slater is now employed in the Unionville system.

Mrs. Grace Hoover of Zalma is this year teaching at Advance.

Cora Meek of Blackburn is the new principal of the high school at Sweet Springs.

Earl Harrison who taught at Seymour last year has accepted a position in the Hartville system.

Mrs. Helen Blair, a teacher at Collins last year, has accepted a position in the Weaubleau system. She was succeeded in Collins by Mrs. Neomia Keller.

Betty Hays of Boonville has been employed to teach physical education at Fulton.

James Coonce, Columbia, has accepted a position as physical education teacher and coach at Albany.

Walter Blaue who taught last year at Falls City, Nebraska, has accepted a position as social studies instructor in the Elvins high school.

Fred J. Grimes, graduate of the University of Missouri, is employed by the New London board of education as coach and physical education teacher.

William Higdon has joined the faculty at Ozark and will teach social studies.

Phyllis Ann Phillips, band and chorus teacher in Salisbury for the past three years, has resigned to accept a position as music instructor in the Independence public schools.

Yvonne Perkinson of Mokane is now teaching vocational home economics in Memphis, Mo.

Charles McElyea, vocational agriculture teacher in the Eminence system for the past two years, is now employed at Campbell.

Forrest Swall of Greenwood is the new vocational agriculture instructor at Salisbury.

Rudolph Ledbetter, graduate of the University of Missouri, has been appointed highschool principal at Paris.

Edward Barry, graduate of the University of Missouri, is the new history instructor at Wentworth Military Academy.

Thomas Lattimore, vocational agriculture instructor at Advance last year, is now teaching the same subject at Eminence.

Betty Velten of Clayton is the new instructor of women's physical education in the Maplewood and Richmond Heights school districts, St. Louis County.

Carl Fowler of Boonville has accepted the highschool principalship of the Ft. Osage highschool, Independence.

Lewis Shoop has accepted a position as guidance teacher at Boonville. He has taught history in the Hardin junior highschool for the past three years.

Raymond Read, graduate of the University of Missouri, is the new coach and physical education instructor at Marceline.

Edward Stoner of Kansas City has been elected as mathematics teacher at the Wentworth Military Academy, Lexington.

Robert Hopkins of Iberia has been chosen by the Sullivan board of education as English teacher.

Walter Grigsby, assistant to the superintendent of Pattonville public schools last year, has accepted the elementary principalship in Antilles, Puerto Rico.

John Jacobson, recent graduate of the University of Missouri, is the new physical education instructor at Ladue.

Mrs. Ruth Stone of Bland has been appointed as elementary art teacher at Wellston.

William Greaves of Plattsburg is now teaching social studies at Quitman.

Kenneth Beckman of Overland is teaching mathematics at Normandy.

Beth Elliott who taught last year in Colorado Springs, Colorado, has been appointed as elementary teacher in Afton.

Marvin Kesterson, a graduate of the University of Missouri, has accepted a position in the elementary school at Berkeley.

Marylin Graff Rhoades, elementary education teacher, Anchorage, Alaska, has accepted a similar position in Columbia. Her home is in Springfield.

Charlotte Reville, a graduate of the University of Missouri, is teaching vocational home economics in Vandalia.

John Etheridge of St. Louis is the new coach and physical education teacher at Milan highschool.

Bettie Sue McHaney, Kennett, is the new teacher of home economics at Ladue highschool, St. Louis County.

Phillip Gingrich, Columbia, has accepted a position in the Clifton Hill and Armstrong schools teaching industrial arts.

George Rowland, a recent graduate of the University of Missouri, has accepted an elementary principalship at Perryville.

Verne Kresse, chemistry and physics teacher at Marshall, is now teaching the same subjects at Kansas City.

Charles R. Miller whose home is in Kansas City is teaching social studies in Raytown.

Harry Yungschlager of Montgomery City is the new teacher of mathematics and science in the Stanberry highschool.

Estaline Hunziken is the new vocational home economics teacher at LaGrange.

Betty Emmons, elementary teacher, Hannibal, has accepted a similar position at Berkeley.

Tom W. Mintle, industrial arts teacher in the Pochatello, Idaho schools, is now teaching in St. Louis.

Calvin Nelson, graduate of the University of Missouri, has been appointed by the Kansas City board of education to teach mathematics.

Rolland Haun has accepted a position as social studies teacher in Kansas City.



These five Missouri mathematics teachers attended Purdue University, Lafayette, Ind., June 18-July 28 on a General Electric Mathematics Fellowship for Secondary School Teachers. Left to right, back row: Joe F. Crosswhite, Salem High School and Theodore O. Anderson, South Joplin Junior High School. Front row, Mrs. Ellen G. Morrow, Louisiana High School; Frances Story, St. Charles High School; and Ethel Hardaway, Carthage High School.

Theodore Zuppa, Columbia, Mo., has been employed by the Linn board of education to teach commerce and English in the highschool.

Dwight Creach, who taught last year at Woodlawn, Ill., is now teaching vocational agriculture at Fisk.

Lawrence D. Mullen, vocational agriculture instructor at Salisbury, has been appointed district supervisor of vocational agriculture for the northwest Missouri district.

C. V. Roderick, associate professor of agriculture with the University of Missouri, was recently presented a pin for 25 years of outstanding service to Missouri agricultural education by Hubert Wheeler, commissioner of education.

Roy Looney, elementary supervisor, Portageville, has been appointed area supervisor of veterans education, State Department of Education.

Charles E. Cooper, Southeast Missouri State College, Cape Girardeau has been appointed director of guidance services for the State Department of Education to succeed George Mowrer.

George Mueller, comptroller, Kansas City schools, attended the IBM meeting for school administrators in Endicott, New York, Nov. 12-16.

T. E. Woodrum, superintendent of Newton County schools, sponsored on Nov. 2 an all-day rural teachers meeting at Neosho.

Muriel Lomax, supervisor of Physical Education and Health, St. Joseph Public Schools, participated in the Missouri Society for Crippled Children and Adults annual meeting held in Jefferson City last Oct. 5-7.

Burke W. Bradley, a former Missourian and at one time dean of the Moberly junior college, was recently named president of Stockton junior college, Stockton, California. The college has a faculty of 130 and a student enrollment of 2700.

Florence Costello has resumed her duties as elementary teacher in the Edina public schools after a year's leave of absence during which time she served as an elementary teacher in St. Nazaire, France, U. S. Army School.

C. C. Erwin, who served as superintendent of schools at Granger, Mo., for a number of years, is now superintendent of schools at Novelty R-3 District, Knox County.

R. R. Brock, superintendent of the Liberty public schools, reports that teachers in this system have enrolled 100% in the MSTa and the National Education Association. The president of the Liberty Community Teachers Association is Mrs. Irene LaFrenz. The secretary is Myra Williams.

J. L. Moody, formerly science teacher, Wellston junior highschool, has been appointed as business manager for this school district according to Superintendent Millard M. Halter.

Milton W. Bierbaum, superintendent, West Walnut Manor schools, was recently appointed a member of the advisory council of the American Association of School Administrators.

Mrs. Flossie L. Johnson, a former Missouri teacher who is now instructor of English and French in the Highland Junior College, Highland, Kansas, recently sent in her subscription to School & Community stating that she wanted to keep in touch with her home state by receiving the magazine.

Burel Lowrey, principal, Lee School of Columbia, has announced that the faculty in the Columbia public school system is enrolled 100% in the National Education Association, the MSTa and the local organization.

Gene Johnson, a teacher in the Couch district, has been employed as superintendent at Naylor. He succeeds O. Lee Faulkner who resigned to accept a position as assistant director of secondary instruction in Houston, Texas.

James A. Painter, principal of the Arthur A. Hoech junior highschool, Ritenour, has been appointed administrative assistant to the superintendent in the Ritenour district. Mr. Painter previously served schools in Howard County, and the cities of Boonville and Liberty.

Mrs. Wauneta Edwards, a former teacher at Miller, is now employed on the teaching staff of the State Sanatorium school in Mt. Vernon.

Angie Lee Wilson, Bowling Green, has been awarded a four-year scholarship by the Northeast Missouri Teachers Association. She will receive \$100 annually toward her expenses while attending the Northeast Missouri State College.

C. C. Baker, superintendent, Cassville consolidated schools, has announced the faculty in this system is enrolled 100% in the National Education Association and the Missouri State Teachers Association. This is a record that has been continued since 1948.

Howard M. Terry, superintendent of Bonne Terre public schools, has revealed the faculty of this system is again enrolled 100% in the Missouri State Teachers Association and the National Education Association. This goal has been achieved each year since 1948.

Burl M. Carpenter, superintendent, Orrick public schools, has announced this system has started a vocational department with an enrollment of 41 boys.

S. W. Skelton, Atchison county superintendent of schools, has reported

District R-2 and District C-1 in this county voted last August to approve a reorganized plan. The new district has a valuation of \$5,874,995.00, an area of 133 square miles and an enrollment of 173 highschool and 422 elementary pupils.

William L. Armontrout is the new teacher of physical education in Farmington, Mo.

Monalou Basye has been appointed to teach physical education at Cameron.

William R. Koelling, Jr., a graduate of Central College, Fayette, is now teaching social studies at New Franklin.

Marian F. Bowman has been elected to teach music in the Lebanon system.

Jane Ellen Byrd, a recent graduate of Central College, Fayette, has been appointed to teach Spanish in the Rockport system.

Shirley Ann Dooley is the new science teacher in the Mexico highschool.

Dixie A. Farnham, a graduate of Central College, Fayette, is now teaching music at Ironton.

Carolyn Collins has accepted a position as an elementary teacher at Kirkwood.

Ronald Compton is the new teacher of social studies in the California system.

CAPE TEACHER IN ENGLAND

Grace Williams, mathematics teacher at Central High School in Cape Girardeau and secretary of the Missouri affiliated group of the National Council of Teachers of Mathematics for the past year, is now in Shrewsbury, England, as an exchange teacher. Her work is in Priory Girls' School, a non-denominational institution with an enrollment of approximately 500 girls, ranging from the age of 11 upward. Students continue in the school from five to seven years, some preparing for the external examinations for a certificate at the age of 15 or 16. Others remain until the age of 17 or 18 for the advanced level certificates which entitles them to entrance to the university.

For the past 27 years Miss Williams has taught in Cape Girardeau schools and heads the mathematics department of the senior highschool. Prior to her sailing for England in August, she studied for six weeks at Case Institute of Technology in Cleveland, Ohio, under a fellowship awarded to her through the plan sponsored in 1956 by E. I. du Pont de Nemours and Company, Inc. Thirty such scholarships were given to outstanding teachers of mathematics.

Since arriving in England, Miss Williams has spent time in travel through that country and Scotland. Her work in Shrewsbury began on September 11 and will continue until July 18, 1957. Several long holidays in the English

schools extend the term considerably beyond the usual American session of nine or ten months.

Miss Sophia E. Morton of Shrewsbury, England, is now teaching Miss Williams's classes. She attended an orientation program in Washington, D. C., from August 20 to 24 before coming to Cape Girardeau.

Giant Band Hails MSTA-NEA Centennials

Fifteen hundred highschool musicians and 200 twirlers participated in a salute to the centennial anniversaries of the Missouri State Teachers Association and the National Education Association Oct. 16. (Picture on cover).

The salute was a part of the Southeast Missouri 12th Annual Festival of Marching Bands in Jackson. A morning parade and a rehearsal of all bands in one 1,500 piece marching band was followed by an evening performance for the public.

In that program the bands formed a huge shield, fifty yards across, with the letters "MSTA" in the center; these changed to "NEA" and finally to "100."

Saluting Martha Shull, president of NEA, the bands formed a replica of the National Capitol Building. In honor of Lynn Twitty, superintendent of one of the schools in the Southeast Missouri Highschool Band Association and president of MSTA, the bands played "Hail to the Chief." Finally, they saluted the teachers of America by forming a huge American Eagle.

The Band Festival came into existence through the school authorities in Jackson and Mr. LeRoy Mason, Band Director, for the purpose of improving the showmanship and musicianship of Southeast Missouri bands, to provide high school and junior high school students an opportunity to meet in a non-competitive atmosphere and to take the place of the old fashioned band contests.

Participating bands were: Bell City, Cape Girardeau, Caruthersville, Chaffee, Charleston, Deering, Dexter, Doniphan, East Prairie, Fisk, Hayti, Illinois, Farnfeldt, Kennett, Lilbourn, Malden, New Madrid, Parma, Perryville, Poplar Bluff, Ross Consolidated, Sikeston, Morley-Vanduser, Wardell, Ellington, Elvins, Desloge, Bloomfield and Jackson.

LOS ANGELES TO HOST ACEI CONFERENCE

The 1957 study conference of the Association for Childhood Education International, April 21-26 in Los Angeles, will have as its theme, "That All Children May Learn."

Visits to schools, child care centers, and recreation centers in the Greater Los Angeles area will be made in con-

junction with the work of study groups. Another feature will be the functional display of ACEI-tested materials and books for children.

Registration fee is \$12, undergraduate student registration fee, \$4.50. For more information write ACEI, 1200 15th St., N. W., Washington 5, D. C.

SCHOOL PROGRAMS AIRED BY KSLH

The St. Louis Public School radio station KSLH has returned to the air for its seventh year of broadcasting. KSLH's signal, which reaches a radius of 75 miles from the city, encompasses many towns and villages whose teachers have found that radio-lessons can give a happy boost to what sometimes become routine classes.

Kinds of Programs

Programs deal with a variety of subjects which range from sparking children's interest in scientific research to taking the listener on a Trojan excavation expedition.

This semester 46 different program series will be carried: 24 are pinpointed for elementary school listening, 9 for highschools, 13 for college. Although planned primarily for use in kindergarten through college classrooms, KSLH programs are not limited to student audiences. Late

afternoon broadcasts scheduled from 3:15 to 4:30 for college listening will interest adult listeners as well. Anyone with an FM receiver (many radios have both FM and AM reception) may tune to 91.5 m.c. on the frequency modulation band.

KSLH should like particularly to hear from some of the out-state listeners (letters have come from as far away as 200 miles in the past.) Program schedules are yours for the asking. For a small fee manuals written to accompany each program series and designed to aid teachers are available to listeners who write KSLH, 1517 South Theresa, St. Louis 4, Missouri.

ATTITUDES TOWARD DISABLED DISCUSSED

A booklet devoted to the development of favorable attitudes toward the physically disabled has been published for use by teachers of fourth through sixth grades.

Through the use of a social distance scale, a poster showing children with physical disabilities and a sheet on which a child may tell his feelings about each one, children become aware of their attitudes toward certain disabilities.

Other techniques included in "Understanding the Disabled" enable the teacher to show them the basic princi-

MSTA Buys Adjacent Property



The Missouri State Teachers Association Executive Committee authorized September 7, 1956 the purchase of the two-story brick house at the right which is adjacent to the Association's headquarters building in Columbia. Four apartments under lease will occupy the building which cost \$26,000 until next September when it will be converted into office space.

ples that should govern their feelings and to give them opportunities to apply what they have learned.

The 20-page booklet is free from the Division of Public Education, National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N.Y.

ST. LOUIS SUBURBAN DISTRICT HIRES SECRETARY

Forrest E. Wolverton of Jefferson City has accepted the position of executive secretary of the St. Louis Suburban Teachers Association and began his new duties November 14.



F. E. Wolverton November 1. He established and developed the section which he headed and which now has seven full time employees. He has been editor of the Department's official publication, "Missouri Schools," for the past ten years. Under his management the publication has grown from a bulletin to a full scale magazine. Mr. Wolverton supervised the publication and mailing of the Department's various forms, guides, handbooks and other printed materials. He was also in charge of the state textbook registration and the mailing services for the entire Department.

Mr. Wolverton holds the B.S. in Education degree from Southeast Missouri State College and the Master of Education degree from Missouri University, with additional graduate study in English, history and journalism. He has had several years experience as a classroom teacher in grades, highschool and college, and as a public school supervisor and school superintendent. He is a professional writer and editor, with experience in radio and television writing. For a number of years he has been in demand as a commencement and service club speaker. Mr. Wolverton is a Mason, a Methodist, a Kiwanian, and holds membership in Kappa Delta Pi and Phi Delta Kappa.

The Suburban Teachers Association has leased a suite in the new and modern Slavin building, two blocks south of the courthouse, in Clayton. Quarters are provided for committee meetings but larger group meetings will be held elsewhere. Mrs. Ruth Barthel, who has served the Association as part-time business secretary for the past five years, will be secretary to Mr. Wolverton. With full-time professional leadership the Association plans to offer extended services to the

members in the areas of communications, teacher welfare, research and other professional helps for the various CTA's, and business management.

Driver Education Improvement Wanted

A Missouri University researcher, Robert B. Sonderman, has produced a number of suggestions for the improvement of driver education courses in the state. In a dissertation presented for his Doctor of Education degree he lists recommendations on the basis of his collected data.

One is that persons involved in the program should give more attention to cutting the costs. This, along with class scheduling, was listed by instructors as major problem of administering driver education.

The national average for the cost of the program was \$30 per student, while the mean cost per student in Missouri was \$37.58.

Sonderman also suggests that more attention be paid to consumer education as applied to automobiles, their supplies and services. A study of items of instruction dealing with selection, care, and operation revealed that course content was lacking in the area of consumer information.

Teacher training institutions should examine their programs, he says, so that they will be able to make their products the type of drivers that will be later needed as instructors. The average instructor reported 45 clock hours of special training. The major areas of study were physical education, social studies and industrial arts in that order of frequency.

Finally, the behind-the-wheel program needs re-evaluation to find what changes need to be made to develop attitudes and habits for increased safety-mindedness. The average number of class periods per week devoted to classroom instruction was two, the av-

erage number of clock hours devoted to observation in the car was 21.5, but the average hours devoted to behind-the-wheel driving was but nine.

It must be remembered that driver training in Missouri is a relatively new field. It was not until the 1954-55 school year that the program began real advancement, with the number of schools offering it increasing from 170 to 254.

BONDS VOTED

Bonds issues for school improvements have been voted by the following districts:

Doniphan: \$155,000 issue to build four elementary classrooms, auditorium and vocational agriculture shop and cafeteria.

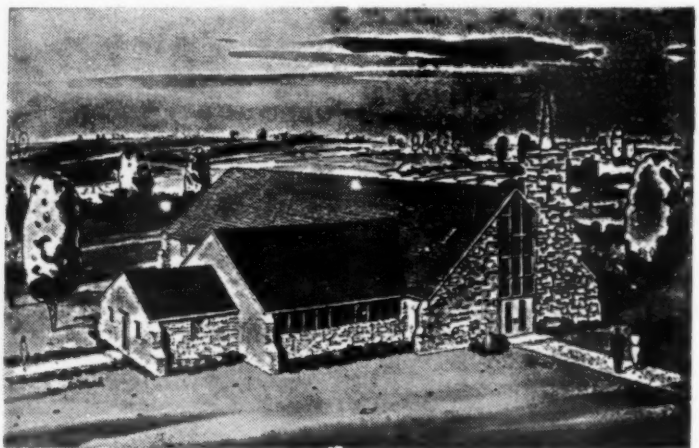
St. Charles: \$575,000 issue for five new classrooms, cafeterias, auditorium expansion and general improvements.

Cassville: \$160,000 issue to construct two one-story buildings to house vocational agriculture shop, industrial arts shop, lunchroom, vocational home economics department, science department, commerce department, restrooms and administrative offices.

Liberty: \$530,000 issue to finance a seven room addition to the new intermediate school and a new gymnasium, industrial arts room, music room and administrative offices at the high-school. This will make available 16 additional classrooms.

Columbia: \$1,680,000 issue to construct two new elementary schools and build additional classrooms for Hickman Senior High School.

Winona: \$88,000 issue which sum will be added to \$50,000 received through the reorganization act for the purpose of erecting a new school plant. Reorganization included nine rural districts.



This memorial chapel is now under construction on the southwest corner of Central Missouri State's main campus. It is being built in recognition of the "Fighting for Freedom" honor roll of the college and shall be known as the Alumni Memorial Chapel.

AVA SALUTES STATE EDUCATION

The May issue of the American Vocational Journal gave a salute to Missouri education with the words, "When it comes to vocational education, the 'Show Me' State can show us how to do it."

An eight page article traced the development of vocational education in Missouri, starting with the nation's first organized industrial work at the secondary level (Manual Training School of Washington University—1880), and drew a comprehensive picture of Missouri vocational education today.

The state will be host to the American Vocational Association's Golden Anniversary Convention Dec. 2-8 in St. Louis.

SMS COMPLETES GOLDEN CELEBRATION

Southwest Missouri State College, Springfield, is concluding a year-long celebration of its golden anniversary. Record crowds attended school observances, which included the dedication of a new \$600,000 library, festivals of music, art and science, and regular annual events which adopted 50th anniversary themes.

First were the dedication and homecoming celebrations early in November. After the dedication ceremony the library held a two-day open house with several hundred visitors attending. Homecoming was celebrated with a barbecue, a rally, a play, a parade,

a dance and, of course, football game.

The Golden Anniversary Music Festival in February centered around a concert by a 500-voice choir and a 125-piece orchestra. The science and art festivals in February and March were marked by lectures and forums.

The unprecedented demand for the college yearbook, "The Ozarko," resulted in a complete sell-out of all copies.

TO TEACHERS ABOUT TO RETIRE

Making the most of the crowning golden years is no less important than making the most of the earlier years. To do so one must plan for them. To any teacher who is within ten years of retirement SCA will send free on request as a part of its public service a special packet of material dealing with the problems and opportunities of retirement. Write Joy Elmer Morgan, President, Senior Citizens of America, 1129 Vermont Avenue, Northwest, Washington 5, D. C., asking for SCA Preretirement Packet.

CLASSROOMS PAST AND PRESENT SHOWN

A traveling exhibit of classrooms past and present, "Schoolroom Progress, USA," will visit three Missouri cities next April. The exhibit is in the second year of its nationwide tour.

The display, which travels on two 86-foot railroad cars, has been seen

by nearly 700,000 persons. It is sponsored jointly by the Henry Ford Museum, Greenfield Village and the Encyclopedia Americana.

The dates for its Missouri displays are: Springfield, April 10-15; Kansas City, April 17-22; St. Louis, April 24-29.

MARGARET STEVENSON SUCCEEDS MAEHLING

Margaret Stevenson, a member of the headquarters professional staff of



Miss Stevenson

the National Education Association since 1947, has been appointed executive secretary of the NEA Department of Classroom Teachers. Miss Stevenson succeeds Hilda Maehling, now NEA assistant executive secretary for Professional Development and Welfare.

For the past nine years Miss Stevenson has served the NEA in various capacities. Until she joined the Department of Classroom Teachers in 1951, she was a member of the NEA Board of Directors. She has also served on the NEA Budget and Auditing Committees.

Miss Stevenson, a former teacher of chemistry in Port Huron, Michigan, has been active in several state and local professional organizations.

TWO COUNTIES HOLD ALL-DAY WORKSHOP

About 75 elementary teachers from rural and town schools in Knox and Scotland Counties participated in an all day music workshop Sept. 19 in Memphis, Mo.

The workshop director was Maria S. Egbert, representative of the American Music Conference of Chicago. He explained and demonstrated techniques in teaching and directing and explained ways to integrate music with other school subjects.

Bessie L. Hudson, Knox County superintendent, and Mrs. Callie M. Smith, Scotland County superintendent, jointly sponsored the workshop.

MATH TEACHERS TO MEET DEC. 27-29

Four mathematics teachers and three scientists will discuss mathematics topics at the Dec. 27-29 meeting of the National Council of Teachers of Mathematics at Arkansas State College, Jonesboro.

Frank B. Allen, Lyons Township High School and La Grange (Ill.) Junior college, Joseph Kennedy, University High School, Madison, Wis., Max Beberman and A. David Page, both of the University of Illinois, Urbana, will



The a cappella choir of the New York elementary school, Hamilton, one of the first such choirs in the state, was organized and is directed by Richard P. Yaple, principal of the school. Besides singing without accompaniment, the group also does choric speaking. The choir is presenting assemblies and concerts throughout the area this year.

speak from the mathematics teacher's viewpoint.

The relationship of mathematics to the needs of industry and science will be discussed by Joseph Bidwell, head of the engineering mechanics department, General Motors Research Staff, B. J. Newchurch, assistant director of Esso Research Laboratories, and Thomas J. Fritts, exhibit manager of the U. S. Atomic Energy Commission.

Further information about the meeting may be obtained from M. H. Ahrendt, executive secretary of the council, 1201 16th St., N. W., Washington 6, D. C.

ST. LOUIS ACE OFFICERS NAMED

Present officers of the St. Louis County branch of the Association for Childhood Education are: president, Mrs. Florence Mueller Roschke, Weston; first vice president, kindergarten, Mrs. Ruth Simpson, Ritenour; vice president, primary, Velma Fourdt, Jennings; vice president, intermediate, Hazel Martin, Normandy; vice president, other areas, Mrs. Jeannette Corrigan, Valley Park.

Recording secretary, Florence Roschke, Ladue; corresponding secretary, Enola Ledbetter, Clayton; treasurer, Goldie Gabriel, University City; news reporter, Mary Eckert, University City.

The organization held two recent programs, a fashion show and tea Oct. 16 and a science exhibit and demonstration Nov. 7.

NEW KIRKWOOD H.S. HOLDS OPEN HOUSE

Open house for the new \$2,154,501 Kirkwood High School was held Sept. 30. Wind, vocal and string ensembles performed 30-minute concerts to demonstrate the acoustics of the auditorium, and the home economics department served refreshments in the cafeteria.

The new facilities will serve nearly 1,100 students and includes 37 teacher stations, administrative offices, 320-seat cafeteria, 1,000-seat auditorium, library, and gymnasium with room for 1,635 spectators.

The architecture represents a break with traditional school building and emphasizes freedom of space and action. For example, the auditorium foyer has curved walls and projecting canopy to form a natural sound shell for outside symphony presentations.

TEACHERS TO WRITE BIOLOGY SOURCE BOOK

A sourcebook of laboratory and field studies in highschool biology courses will be prepared by a selected group of 20 highschool teachers and 10 college biologists at an eight-week conference June 24-Aug. 16 at Michigan State University, East Lansing, Mich.

Participants will receive a stipend of \$1,000 and round trip travel expenses

between their homes and East Lansing.

Any highschool biology teacher may apply for assignment; those who pass a preliminary screening will be selected on the basis of two essays to be written on biological topics.

Applications should be submitted by Jan. 31 to the Committee on Educational Policies, Division of Biology and Agriculture, National Research Council, 2101 Constitution Ave., N. W., Washington 25, D. C.

AN ART CHAT

Most art supervisors have difficulty finding time to see and chat, personally, with all their teachers. As the busy school year progresses, it becomes increasingly difficult.

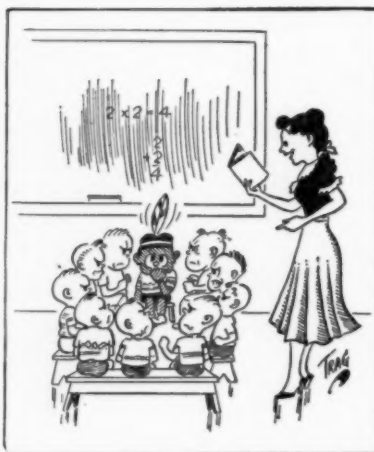
In order to help teachers with their art problems, I find a weekly written chat to be invaluable. In these notes I talk about plans for that week. I answer questions that some of the teachers have put to me and I explain new ideas in art.

New art books that have arrived are brought to their attention. In discussing art projects, I explain why these projects are of value to the student. We talk about new ideas in displaying the students' work. Any and all problems that arise are discussed in the written chat with the art supervisor.

I find that teachers welcome their copy of the art chat, and many times contribute their own ideas for the benefit of the other teachers. The art chat, as a weekly habit, has limitless possibilities.—Arthur B. Kennon, Elementary Art Consultant, Berkeley.

KCTC WELCOMES NEW TEACHERS

New teachers in Kansas City schools were entertained in the homes of members of the Kansas City Teachers Club during Hospitality Week there, Sept. 23-30. They met the other teachers



"... Slowly, silently, cautiously, the white settlers closed in on the Indian settlement..."

informally, had the professional organizations explained to them and were presented a kit of professional materials.

The kit contained the MSTA Centennial orientation manual, the Centennial Anniversary history of MSTA, a pamphlet of selections from the NEA Journal, an explanation of the teachers group insurance plan, a chart of local-to-national professional organizations, a map of Kansas City and a school year complimentary membership in the KCTC.

Georgia Searcy was chairman of the project.

ST. LOUIS INTEGRATION SUCCESS STUDIED

A study of desegregation in St. Louis has been written by Bonita H. Valien, associate professor of the social sciences at Fisk University and published by the Anti-Defamation League of B'nai B'rith.

The author attributes the success of integration in St. Louis public schools to the fostering of a climate of public opinion favorable to the Supreme Court decision by St. Louis social institutions, churches, trade unions and schools.

The study, "The St. Louis Story," is 72 pages long and includes an appendix with some guide lines to school integration, drawn from the city's experience by Frank Sskwor, consultant in human relations for the St. Louis Public Schools.

It is one of the Freedom Pamphlets published by the B'nai B'rith, 515 Madison Ave., New York 22, N. Y.

AASA AVIATION GROUP ISSUES STATEMENT

The aviation education committee of the AASA has issued a booklet-statement in which they advise an increased cultivation by the schools of the interests of youth in aviation.

"Few schools," says the booklet, "have undertaken seriously the task of helping students discover the relationships between their own special interests, skills, capacities, and the demands of various occupations in the field of aviation activities."

The original statement was prepared at 1955 Washington meeting of committee at the invitation of the materials of instruction committee of the National Aviation Education Council. The statement was revised by the AASA committee and put into its final form by the committee chairman, the late Dr. Leonard A. Steger, superintendent of schools in Webster Groves.

DAR SPONSORS CITIZENSHIP CONTEST

The Missouri State Society of Daughters of the American Revolution is again conducting a Good Citizens Contest for senior girls in state public highschools. The contest is approved

by the National Association of Secondary Principals and Hubert Wheeler, State Commissioner of Education. Winners will be selected on the basis of scores on a standard test and must have dependability, service, leadership and patriotism. Three awards will be given: \$100, \$50, and \$25 U. S. Savings Bonds.

Superintendents were notified of contest rules in November and received entrance blanks from contest committee chairman, Mrs. William Bushman of Kirkwood.

BOOKLET LISTS CIVIL DEFENSE EXERCISES

The Federal Civil Defense Administration is offering a booklet called "Home Protection Exercises" for community groups to use in home protection programs.

It includes exercises for eight emergency situations. Under the explanation of necessary actions in each emergency is a line to jot down the name of person and helper to perform that action in the emergency.

The 32-page booklet costs \$.15 per copy, with a 25 per cent discount for orders of 100 or more, from the U.S. Government Printing Office, Washington 25, D. C.

BUILDING NAMED FOR T. L. HOLMAN

The Berkeley school district recently honored its superintendent of schools, T. L. Holman, by naming and dedicating a new elementary school in his honor. At a dedication program in the new T. L. Holman School Sept. 23 a portrait of the honoree was presented the school by the Berkeley Board of Education.

Mr. Holman has held the Berkeley superintendency for 21 years. During this time the district has grown from

a one school-one building system of 400 pupils to a seven school-seven building system of over 3,000 pupils and 121 personnel. Thirty new teachers and four building principals were added this year.

SPRINGFIELD NAMES CENTENNIAL COMMITTEE

A special committee has been named by officials of the Springfield Community Teachers' Association to participate in planning for the 1957 National Education Association Centennial.

Mrs. Gladise Hallam, Tefft School first grade teacher, will serve as chairman of the special group.

Other members of the NEA Centennial committee are: Mrs. Emma Gann, Mrs. Dorothy Lilly, Mrs. Dee Mahan, Myrtle Gilmartin, Agnes Bingham, Mrs. Helen Henley, Newton Edwards, Allen Gwin, Mrs. Gladys Mabary, Genevieve Snyder, Myldred Corgan, Mrs. Blanche Graddy, Mrs. Dorothy Dustman, and Mrs. Marion Hoblit.

BLINDNESS BOOKLET OFFERED FREE

A brochure especially prepared to help middleaged people preserve good vision is being offered free as a feature of "September—Sight-Saving Month" by the National Society for the Prevention of Blindness.

"Your Eyes After Forty" traces the changes which take place in the eyes during the "second half" of life, explains diseases like glaucoma and cataract which strike hardest at older people, and answers questions frequently posed by senior citizens. Single copies are available without charge from the National Society for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y.

Recent Opinions by the REVEREND DEAN

SCHOOL BONDS

All money from sale of school building bonds is to be placed to the credit of the building fund.

NEPOTISM

A school board member is not related to a school bus driver whose wife is a cousin of board member's wife nor to a school bus driver who is a brother-in-law of board member's wife within the meaning of Sec. 6 of Art. VII of Const. of Mo.

PUPIL ASSIGNMENT

School pupils living in District R-V Cole County more accessible to the school being operated under contract between District R-IV and Jefferson City School District in Jefferson City should be assigned by county superintendent to District R-IV, even though District R-V does not adjoin the Jefferson City School District but does adjoin District R-IV.

REVERSION OF LANDS

When a school removes buildings and other improvements from land which, under a revisionary clause, has reverted to the original grantor or his heirs, it is not obligated to remove therefrom foundation stones or fill holes, such as basements, pump pits, etc., which were reasonably incident to the use of the land for school purposes. Board of Education of six-director school district does not have authority to lease its buildings or lands to private persons for private purposes for gain.

NEPOTISM

School director, voting to appoint the stepson of his wife's uncle to fill a vacancy on the board of which he is a member, does not violate the nepotism provisions of Art. 7, Sec. 6, Constitution of Missouri, 1945. He does not forfeit his office because there is no relationship between the director and the appointee within the fourth degree, either by consanguinity or affinity.

CIVIL DEFENSE FOR SCHOOLS

Teachers are in a strategic position to develop protective measures to meet the wartime and peacetime hazards of the Hydrogen Age, says "Education for National Survival" in an 88-page civil defense handbook for schools.

The handbook presents ways to organize school personnel to function at a moment's notice and to incorporate into the schools general curriculum the long range civil defense training required to meet all threatened dangers, hurricane, flood, earthquake, explosion, fire—or war.

It costs \$.65 from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.



Courtesy Thomas Lamar Potts, Sun-Gazette, Fulton

Eight Fulton teachers were honored by being introduced with summaries of their careers to an Oil Progress Week banquet in Fulton High School auditorium Oct. 17. Left to right: Mildred Dudley, Marjorie Castle, Birtie Mae Galbreath, Ruth Berry, Superintendent W. Victor Hill, who served as master of ceremonies, Shirley Dunavant, Mrs. Viola Paschall, Georgia Richardson and Warren Clatterbuck.

FREE

**Yours
FOR THE ASKING!**



No requests from children, please. Our advertisers prefer to send their material to teachers or administrators only. Many of last year's offerings are no longer available. Use the coupon in each issue as quickly as possible to keep up to date with the newest material now awaiting your request.

53. **Clear The Track.** A cartoon narrative on the railroads' fight against the elements. One examination copy per teacher with Teacher's Plan. Classroom quantity on subsequent request. (Association of American Railroads).

54. **Brochure** 20 pages, well illustrated, gives the itineraries of three 11-county tours to Europe for the summer of 1957. (Caravan Tours)

60. **New Films, Inc.** catalog supplement describing over 250 great M-G-M classics, exclusive in 16mm.

3. **Facts** about writing short paragraphs for profit. (Benson Barrett)

9. **Sample** of Vintex dish cloth with details of a money-making plan which school clubs have used for many years. (Vine Associates)

10. **New Four-Color Map** of historic U. S. Trails and information of the graded corrective reading program of the American Adventure Series. (Wheeler Publishing Company)

14. **Catalog** of supplies for handicraft work in basketry, beadcraft, block printing, candle-making, copper tooling and on through 28 different crafts to wooden-ware and wood carving. (American Handicraft Co.)

15. **Research Opens the Door to Reading.** A new Millcreek Story about home and school cooperation. Classroom reactions and discussions in five different units are reported in an interesting, narrative form. An important feature reveals how parents evaluate reading through research. (Field Enterprises, Inc.)

20. **Catalog** of books pre-planned to blend information with enjoyment in the development of reading skills. Unusual, fascinating subjects hold classroom interest, encourage students to "read through," lighten teachers' loads. Grade interest level and grade reading level indicated for each book. Carefully graded

vocabularies, proper type size, beautiful color artwork, sturdy cloth bindings (reinforced). (Childrens Press)

25. **Highways to History.** A new wall mural 8 feet wide, in full color, showing beautiful photographs of ten historically famous places in America. Includes an 8-page lesson topic, which takes your class on tours to America's best-loved shrines. If additional lesson topics are desired, jot down the number you need—not more than 15 to a classroom, please. (Greyhound Lines).

38. **Full-color brochure** showing new Classmate line of modern classroom furniture, in Diploma Blue and Class-day Coral. (American Seating Co.)

39. **Graded Catalog** of children's books and Classified Catalog of books for high school libraries. (J. B. Lippincott Co.)

41. **New No. 57 Teachers Buying Guide.** Its 96 pages contain over 3500 items. Workbooks, posters, games, books, supplies and equipment are completely described and illustrated to make this a source book for teaching material. (Beckley-Cardy Company)

42. **Brochure** in Rhythm Time Records, shows how the records can be used by teachers, parents and children to serve as avenues for active participation in new play ideas. (Rhythm Time Records)

49. **Brochure** on Summer Study in Europe in the fields of Education, History, Art, Music, Sociology, Languages, Journalism. Planned to satisfy "in-service" credit requirements. Cost \$495 and up. (Study Abroad)

29. **Catalog** of Educational Dance Records. A list of dance records designed especially for kindergarten and elementary grades. Folk songs and singing games also listed. The full line catalog lists over 300 numbers for dance training. (Russell Records)

64. **Brochure** on Europe for Summer 1957. Gives itinerary and costs for 12-20 county, 60-70 days in Europe. (Europe)

65. **Your Sabbatical Year Abroad.** A 40-page brochure, illustrated with photographs of places of interest, provides a guide to planning a sabbatical year of travel and study. Included are tips on "how to be at home abroad", suggestions for preparations, such as passports, visas and health documents; currency, wardrobe, and a suggested itinerary for a "grand circle" tour of Europe and the Middle East. One section provides information on schools, living accommodations, sources of information for various study and travel interests, covering nine European countries and the Middle East. (Trans World Airlines)

67. **Folder** outlining plans and itineraries for group travel to the east, south and west. Indicate in which part of the country you are interested. (Continental Central Lines)

SEND FOR THESE NEW IDEAS—Use This Coupon!

State Teachers Magazines, Inc.
Dept. B, 307 N. Michigan Ave.
Chicago 1, Illinois

Available in
school year of
1956-57 only

Send me the items covered by the numbers circled. I indicate quantity desired where more than one copy is available. 3c is enclosed for each number circled.

53. 54. 60. 3. 9. 10. 14. 15. 20. 25.
38. 39. 41. 42. 49. 29. 64. 65. 67.

Name

Subject Grade

School Name

School Address

City State Missouri

Enrollment: Boys Girls

DR. BELMONT FARLEY HONORED BY NEA

A Missouri-born educator, Dr. Belmont Farley, for 27 years director of press and radio relations for the National Education Association, received a surprise tribute Oct. 8 at a luncheon in his honor attended by more than 100 of his colleagues.

At the luncheon first edition copies of "Some Dreams Come True" a booklet-summary of Dr. Farley's achievements from his Tipton, Mo., birth to his development of the modern concept of school news reporting were distributed.

Dr. Farley received his B.Pd. from Missouri State Normal School, his B.S. from the University of Missouri and his Ph.D. from Columbia University. He has been superintendent of schools in Jamesport and Madison, principal in Cape Girardeau.

S.E. ELEMENTARY PRINCIPALS MEET

"Creative Thinking in Instructional Supervision" was the theme of the Oct. 19 meeting of the Department of Elementary School Principals of the Southeast Missouri Teachers Association at Southeast Missouri State College.

Dr. Charles E. Garner, acting superintendent of Webster Groves, led the discussion. Others participating: Mrs. Opal Wright, Farmington; Modena Garwood, Charleston; Mrs. Sylvia Davis, Caruthersville.

Fifty elementary principals joined both the State Department of Elementary School Principals and the Southeast Missouri Elementary Principals Association. The next meeting will be held March 8 in Dexter.

INSTITUTIONS ACCREDITED BY NCATE

The National Council for Accreditation of Teacher Education has recently published the third annual list of those colleges and universities whose programs of teacher education are accredited by it.

The list which is effective for July 1, 1956 to June 30, 1957 includes the following Missouri schools: Central Missouri State College, Warrensburg; Harris Teachers College, St. Louis; Northeast Missouri State Teachers College, Kirksville; Northwest Missouri State College, Maryville; Southeast Missouri State College, Cape Girardeau; Southwest Missouri State College, Springfield; University of Missouri, Columbia; and Washington University, St. Louis.

CAPE COUNTY VOTES THREE NEW DISTRICTS

Three newly reorganized school districts were voted in Cape Girardeau County Aug. 28. Two are highschool districts with highschool centers at Oak Ridge and Delta, and the other



In a drive to encourage polio vaccination among teenagers, members turn out for shots. Health authorities point out that the majority of those in the most susceptible age groups under 20 have not received the full series of shots. Highschool students, in fact, have been exceedingly slow in getting vaccine protection, and it is in this age group that polio often strikes with the greatest severity, if not the greatest incidence.

is an elementary district.

The new elementary building at Burfordville, an outlying unit of Cape Girardeau County R-2, was dedicated Sept. 23, and another outlying R-2 elementary unit at Gordonville was dedicated Nov. 11.

Edwin W. Sander is county superintendent of Cape Girardeau County.

K.C. TEACHERS PLAN NEA BIRTHDAY PARTY

Kansas City teachers will hold a Centennial Birthday Party April 4 to commemorate the founding of the National Education Association and to celebrate the growth and development of education in Kansas City.

A program of activities is being planned by teachers' professional organizations in cooperation with the Superintendent of Schools and the Parent-Teachers Association around the National anniversary theme, "An Educated People Moves Freedom Forward."

FTA MATERIALS AVAILABLE

The Future Teachers of America office in NEA headquarters has prepared a series of new materials as a part of its service to FTA college chapters and to junior and senior high-school clubs. For college chapters: A poster entitled "Proudly Professional," a folder "You and Your Professional Organizations," the Future Teacher Newsletter, and the FTA Handbook. For highschool clubs: A poster which asks "Could You Be the Teacher He Will Never Forget?", a 16 page illustrated booklet entitled *Invitation to Teaching*, a folder-brochure about FTA clubs, and a reprint of FTA songs. All of the items are free to FTA members and may be ordered from the National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, N. W., Washington 6, D. C.

SCHOOL INITIATES SURVEY COURSE

This semester at Northwest High School, House Springs, a one-half unit course in elementary plane surveying is being offered. The course consists of lectures and field exercises involving the use of the engineer's transit, the level and the tape.

Northwest is evidently the first highschool in the state to offer such a course. The program is under the direction of Forrest E. Koch, school mathematics instructor.

HAZELWOOD CTA ORIENTATES STAFF

New teachers at Hazelwood R-1 were given an orientation program this year by the local CTA. It included an introduction of the new personnel at the CTA's first fall meeting Sept. 6 and a conducted tour of the school district Sept. 5.

The tour enabled new teachers as well as established teachers to mark community growth. The group toured the school buildings as well as area landmarks, and ended at a picnic supper for the staff and their families.

'TRAVELIN SAM' REPORTS NEA MEETING

Highlights of the National Education Association 1956 Portland Convention, "Proud to Teach," can be shown to stay-at-homes to bring them up to date through "Travelin' Sam's" convention reporting.

Two-by-two kodachrome slides are coordinated with 7.5 tape recordings of choral, organ, instrumental music and the voices of important speakers. It will serve to show school board members and citizens what goes on at the world's biggest convention of education and is useful for promoting the NEA.

The set rents for \$7.50 or costs \$75. It may be purchased from "NEA Travelin' Sam," 4031 Warren Ave., Sacramento 22, Calif.

NEA BOOSTS LOCAL EDUCATION DISCUSSION

The most recent NEA Centennial publication is "To Consider Education in a Changing World" a 12-page leaflet designed to help community civic and service groups in planning meetings for the discussion of educational problems and which includes outlined topics for seven proposed meetings.

Another leaflet, "How-to-do-it Conference," suggests a plan to introduce the leaflet locally and get things started.

Local organizations outside of education are eligible and are desired for participation in the conferences. The leaflets are for persons who are planning meetings for community groups and are not available for every member distribution. Write the NEA, 1201 16th St., N. W., Washington 6, D. C.

McDERMED TO BENEFIC PRESS

Mr. W. O. McDermid has been appointed sales manager of Benefic Press, the new publishing division of Beckley-Cardy Co., 1900 N. Naragansett, Chicago 39.

He brings to this new book department a wealth of experience that will be welcome to the school authorities and teachers whom he will contact in his work with the regular salesmen. Beckley-Cardy is now broadening out into a longer line of textbooks in addition to their books for supplementary reading.

MISSOURIAN AUTHORS CONSTITUTION BOOK

The Hunnicutt Publishing Company of Holdenville, Okla., has recently published three new workbooks for the elementary school, one of them entitled "The Constitution of the State of Missouri."

Mrs. Matilda Mahaffey Elsea, president of the Missouri Writer's Guild, authored the workbook. Her late husband, E. F. Elsea, was a district supervisor in the state department of education. Mrs. Elsea is the author of four other books, a collection of poems and three on the social sciences.

The other two recently published

workbooks are "Color Hikes" and "Creative Projects" by Blanche Fisher.

SURPRISE CEREMONY HONORS O. A. SEE

A new school auditorium at Jennings was named in honor of District Superintendent Otis A. See in a surprise honor ceremony at the dedication of the building Nov. 11.

Supt. See was unaware of the honor until the name of the school was announced at the climax of the ceremony.

MSTA CHAIRMAN AUTHORS BOOK

Mrs. Elsie Davis DeForest, chairman of the Department of Speech, MSTA, is the author of a recently published book, "Out of My Cabin."

In it she relates how she and her family under adverse circumstances came to the Ozark region, how they learned to cope with an entirely new way of life in their two-room cabin on "Owl Center," their farm, and how they emerged from their difficulties richer in spirit.

Mrs. DeForest is a graduate of Southwest Missouri State College, and is presently employed in the department of speech therapy, North Kansas City Public Schools.

CANTON DEDICATES PRIMARY UNIT

Canton School District R-V dedicated Sept. 24 a new \$133,458 primary unit, a red brick structure with six classrooms for the first three grades. Dr. Fred Helsabeck, president of Culver-Stockton College spoke at the open house and dedicatory service. J. Russell Ellis is superintendent of Canton schools.

FEWER BOOKS PER CHILD

According to figures from the U.S. Office of Education the 1955-56 child has 20 per cent fewer books than the 1946-47 child.

This fact is among others revealed in a new booklet, "Budgeting for Textbooks," released by the American Textbook Publishers Institute.

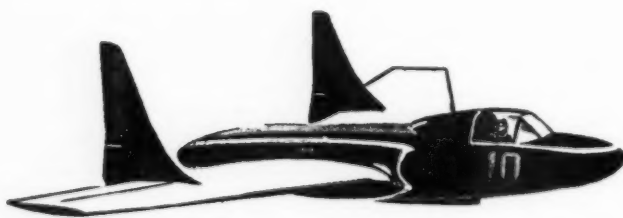
Faulty budgeting must bear the blame for today's shortage, says the booklet, and goes on to describe a "rule of thumb" method for school officials to plan budgets for textbooks. The 27-page booklet may be obtained from the ATPI, One Madison Ave., New York 10, N. Y.

VANDALIA HOLDS READING CONSULTATION

Elementary teachers of R-1 in Audrain County, including Farber, Vandalia Elementary, Lincoln and the rural districts of R-1, attended a reading consultation at the Vandalia grade

TALK ABOUT SPEED...

NO JET WILL EVER TRAVEL THIS FAST!



Far faster than the fastest plane... with the speed of light! That's how fast you get electric service when you need it—186,000 miles a second—at the flick of a switch!

Electricity, unlike almost anything else you use, must be made and delivered the instant you want it. It cannot be manufactured ahead of time and stored in a tank or a pipe or a box. That's why giant electric generators and other costly facilities must be constantly ready to meet your requirements and those of all our other customers every day... morning, noon and night.

It also takes investments of large sums of money by thousands of security holders to provide these facilities... plus the constant attention and work of skilled and experienced employees to operate the equipment.

So, next time you use electricity, remember you are getting made-to-order service, actually so fast it's delivered at the flick of a switch!



KANSAS CITY POWER & LIGHT COMPANY

school Oct. 19 conducted by Lillian Sisney.

Vandalia teachers were hostesses and served refreshments at intermission, according to Eulah Houston, Vandalia elementary principal.

GIFT TO BUNKER HILL



David F. Eads

A new 12 inch floor polishing and scrubbing machine has been given to Bunker Hill Ranch Resort. Our thanks go to Mr. David F. Eads, Columbia and the Hillyard Chemical Company of St. Joseph. Mr. Eads is a representative for Hillyards in this area of Missouri.

This is a very timely and usable gift. It will be used to keep the floors glistening in the new dining hall now under construction.

HISTORY GROUP HOLDS CHILDREN'S CLASSES

The Missouri Historical Society plans 29 Saturday classes in St. Louis for children 7 to 12. The programs are free and deal with interesting historical events including "Custer's Last Fight," "Driving the Golden Spike," and "Jesse James, a Two-gun Man."

Classes will be held at 10:30 a.m. every Saturday in the Children's Room, Jefferson Memorial Bldg., Forest Park, St. Louis 12.

POTOSIAN ESTABLISHES COLLEGE SCHOLARSHIP

Max Frank, of Potosi, has established a \$300 college scholarship for a deserving senior at the local high-school. The money is to be used to help with expenses while the student is in attendance at some recognized junior or senior college. It is his intention to give \$300 every year for this purpose.

FORESTRY PACKET OFFERED TEACHERS

A school packet of 11 materials on conservation, forestry, wood and wood products is being offered teachers by the American Forest Products Industries, Inc.

It contains five booklets, two bibliographies, a poster, a wood products chart and a map. Free packets may be obtained by writing the organization, 1816 N. Street, N. W., Washington 6, D. C.

N.E. ELEMENTARY PRINCIPALS ELECT

Officers of the Northeast District Elementary Principals Association were chosen Oct. 5. They are: president, Charles Gingrich, Troy; vice-president, Harry Plenge, Kahoka; secretary-treasurer, Elisabeth Sloop, Marceline.

The election meeting was held in Kirksville as a part of the Northeast District Teachers Meeting.

HIGHSCHOOL PLANT PLANNERS HELPED

To help school planners formulate space requirements and educational specifications for school facilities the U.S. Department of Education has published "The Secondary School Plant."

The expanding and changing program of secondary education dictates a functional plant based on the needs of adolescents, says the 60-page booklet.



...have some!

Here's exciting wreath for your door... Imagine how thrilled folks are to find it is candy. And then, spy the scissors inviting them to cut off a piece. Easy and fun to make.

1 Cut in two bottom of a wire hanger; lap ends over $2\frac{1}{2}$ "; bind together with adhesive tape... Pull in to circle... Wind wreath with 3 yds. of rag strips. Sew to base of hook. Wind tight.

2 Use about 3 lbs. of hard candy, cellophane and foil wrapped—all kinds and sizes.

3 Secure one end of 36 inches of thin wire to base of hook; run other thru one end of candy wrap; twist tight to wreath, piece by piece... Add bow and blunt scissors. Cover the hook.

Feel relaxed and be refreshed!



The bright, lively flavor and pleasant chewing of delicious Wrigley's Spearmint give a little boost and help you relax naturally. Try tonight.

PRIMARY TEACHING MATERIAL

INSTRUCTO flannel boards and felt cut-outs. A graphic method of teaching number concepts, arithmetic processes, color recognition, reading readiness or telling stories.

BEN-G-PUZZLES. For reading-number conception-teaching time.

FIFTY TEACHING AIDS. Including large charts, tablets, frieze rolls, sketch pads and language art materials.

**LETTER AND
PHONIC CARDS
AIDS IN TEACHING
NUMBERS**

available at

MODEL PUBLISHING and SCHOOL SUPPLY CO.

1602-08 Hodiamont Ave.
St. Louis 12, Mo.

Member of N.S.S.I.

Write for illustrative literature

Official State Flag

Beautiful Missouri flags are available for your school. Display them in your auditorium, in parades and for special occasions.

Cotton	\$14.00
Taffeta	\$29.00
Nylon	\$40.00

All are 3' x 5'

Send orders to:

**Missouri State
Teachers Association**
Columbia, Missouri

BOOKS OF LOCAL INTEREST For Your Library For Gifts

Goodspeed's History of S.E. Mo. ...	\$12.50
Reminiscent History of Ozark Region	10.00
Violette History of Missouri	4.00
Messer Walking Where Jesus Walked	2.00

Order on Approval from
RAMFRE PRESS
Dept. SC, Cape Girardeau, Mo.

It makes a brief survey of curriculum developments and trends in secondary education to determine the implications for the school plant.

It costs \$.45 from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

HICKORY STICK CLUB ELECTS OFFICERS

The Knights of the Hickory Stick, a school administrators' organization in Northwest Missouri, has elected the following officers for this school year: President, Wallace Croy, Ravenwood; Vice-President, Irwin Thomas, Oregon; and Secretary-Treasurer, Everett Brown, Maryville.

ST. LOUIS BUYS FILM

The Division of Audio-Visual Education of the St. Louis Public school system recently purchased a color print of the new film "A Desk for Billie."

The film has been very popular with lay, civic and educational groups.

SCHOOLMASTERS ELECT OFFICERS

The Northeast Missouri Schoolmasters Club at its meeting in Kirksville on Thursday evening, October 4, elected the following officers: President, Adrian Fullerton, Superintendent of Schools, Clarence; Vice-President, John Spicer, Superintendent of Schools, Wyaconda and Secretary-Treasurer, Paul O. Graves, Superintendent of Schools, Bucklin.

NEA LEAFLET PLANS CENTENNIAL PROGRAMS

The National Education Association has prepared a 12-page leaflet to help community leaders plan observances of the NEA's 1957 Centennial.

"An Invitation to Consider Education in a Changing World" contains program topics and outlines to be adapted to community needs.

The leaflet is available free to group leaders in limited numbers from the NEA Centennial Office, 1201 16th St., N.W., Washington 6, D. C.

DOUGLAS COUNTY HOLDS WORKSHOP

An in-service program consisting of an all-day reading-arithmetic workshop was held for the Douglas County teachers Sept. 5. Mrs. Gertrude Brucklacher, educational consultant, conducted the workshop with a discussion of word recognition skills, phonics, poetry, subtraction and fractions and with a display of devices and charts.

Leland Smith and Claude Hibbard also contributed to the discussion. Dewey Bilyeu, elementary supervisor of Ava R-1, attended. Maude Robertson is county superintendent.

NEA ENROLLMENTS SHOW INCREASE

Enrollments of Missouri teachers in the National Education Association are running well ahead of the number recorded at this time last year.

On Nov. 8, 15,145 teachers in this state had become members of the National Education Association compared with 11,924 at the same time in 1955.

Our goal for this year is at least 16,661. Send your \$5.00 dues to National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

STUDY REPORTS ON TEACHERS OF DEAF

A new U. S. Office of Education publication entitled "Teachers of Children Who Are Deaf" reports on the qualifications and discusses the main competencies and experience needed by teachers of exceptional children.

It is part of a broad study of the qualifications of those who teach the exceptional—deaf, blind, crippled, maladjusted, retarded and gifted children.

The study, conducted through the experiences of 100 teachers of the deaf, presents concrete desirable professional standards for teachers of the deaf.

For a copy of the 87-page report, write the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., price, \$.35.

DEATHS

MRS. BERA FOARD

Mrs. Bera Foard, 69, died Sept. 26 in a Kirkwood Hospital. Mrs. Foard retired last May after 49 years of service with the last 11 being as mathematics teacher in the Doniphan highschool. She was the wife of the late E. T. Foard of Doniphan.

ELIZABETH CADLE

Elizabeth Cadle, a teacher in the Springfield public schools since 1922, died Oct. 14 at Barnes Hospital in St. Louis. She was a graduate of Drury College and taught at Reed Junior highschool and Central highschool where she was currently teaching science.

BERT COOPER

E. B. (Bert) Cooper, 76, Jefferson City director of the Department of Business and Administration of Missouri died Oct. 28 after he suffered a heart attack at the home.

Mr. Cooper was on the faculty at Northwest State College, Maryville, from 1920-1947. He was born at Windsor, Ill. He received a B.S. degree at Northwest State College, Maryville, and a master's degree at Harvard University.

New Books

The Seventh Dream, by Iva Doren Fenwick, Comet Press Books, New York, 1956. 126 pages. Price \$2.50.

Drawing and Planning for Industrial Arts, by John L. Feirer, Charles A. Bennett Co., Inc., Peoria, Ill., 1956. 376 pages.

Elementary Teachers Guide to Free Curriculum Materials, Revised August 1956, Educators Progress Service, Randolph, Wisconsin. 318 pages. Price \$5.50.

Music Education: Principles and Programs, by James L. Mursell, Silver Burdett Co., Morristown, N. J., 1956. 386 pages. Price, \$3.75.

Directory for Exceptional Children, 1956, edited by E. Nelson Hayes, Porter Sargent Publisher, 11 Beacon St., Boston. 256 pages. Price—\$4.00 cloth, \$3.00 paper.

Resources for Special Education, edited by Merle E. Frampton and Elena D. Gall, Porter Sargent Publisher, 11 Beacon St., Boston, 256 pages. Price, \$3.30 cloth; \$2.20 paper.

Professional Problems of Teachers, by Albert J. Huggett and T. M. Stinnett, The Macmillan Co., New York, 1956. 468 pages. Price, \$5.25.

Experiences With Foods, by L. Belle Pollard, Ginn and Co., Chicago, 1956. 528 pages. Price, \$4.60.

Teachers Guide to Education in Early Childhood, compiled by Bureau of Elementary Education of the California State Department of Education. 754 pages. Price, \$2.50.

Exploring Life. Our Reading Heritage, Grade 9, edited by Wagenheim, Brattig, and Dolkey, Henry Holt and Co., 383 Madison Ave., New York 17, 1956. 642 pages. Price, \$3.88.

Ourselves and Others, Grade 10, edited by Wagenheim, Brattig, and Dolkey, Henry Holt and Co., New York, 1956. 688 pages. Price, \$3.96.

This is America, Grade 11, edited by Wagenheim, Dolkey, and Kobler, Henry Holt and Co., New York, 1956. 754 pages. Price, \$4.16.

England and the World, Grade 12, edited by Wagenheim, Kobler, and Dolkey, Henry Holt and Co., New York, 1956. 754 pages. Price, \$4.40.

Good English Through Practice, junior highschool, by Marjorie Wescott Barrows, Henry Holt and Co., New York, 1956. 309 pages. Price, \$2.76.

Story of Nations, world history, by Lester B. Rogers, Fay Adams and Walker Brown, Henry Holt and Co., New York, 1956. 730 pages. Price \$4.88.

Modern Biology, Truman J. Moon, Paul B. Mann, James H. Otto, Henry Holt and Co., New York, 1956. 755 pages. Price, \$4.88.

Improving Reading Instruction by Donald D. Durrell, World Book Co., Yonkers-on-Hudson, New York, 1956. 402 pages. Price, \$4.25.

The Teaching of Reading and Writing, An International Survey, by Williams S. Gray, UNESCO and Scott, Foresman and Co., Chicago, Ill. 281 pages. Price, \$3.00.

Problems Facing America and You, by Horace Kidger and William E. Dunwiddie, Ginn and Co., Boston, 1956. 636 pages. Price, \$4.32.

TEACH IN HOBBS, NEW MEXICO...

City of 27,000 people, located in sunny Southeastern New Mexico

Starting Salaries:	A.B.	M.A.
No Experience	\$3900.00	\$4200.00
1 Year Experience	4100.00	4400.00
2 Years Experience	4300.00	4600.00
3 Years Experience	4450.00	4750.00
4 Years Experience	4600.00	4900.00
5 Years Experience	4750.00	5050.00

5 years of out-of-county experience allowed. In addition to the above schedule, annual increments of \$100 are allowed for local experience to a maximum salary of \$6500.00 with a Master's Degree.

We will need between 40 and 50 teachers for the 1957-1958 school year, and we are interested in receiving applications now.

For an application blank and other information, write to:

ROY HOLLINGSWORTH

Director of Personnel — Hobbs Municipal Schools

HOBBS

NEW MEXICO

CLINTON TEACHERS' AGENCY

C. R. COZZENS, Manager

36th Year

If you desire a position in the Midwest, West or Alaska, we can find it for you.

706 South Fourth St.

Clinton, Iowa

ENROLL NOW

SPECIALISTS EDUCATIONAL BUREAU

508 N. GRAND BLVD.

ST. LOUIS 3, MO.

This teachers agency established in 1903. Places teachers in Public and Private Schools, Universities and Colleges. If you want professional and financial advancement, write us NOW for FREE enrollment form. Member N.A.T.A. Average placement salary last year over \$4,000.

Harlow

*Work Books
build Initiative*

WRITE FOR
CATALOGS

Harlow Publishing Corp.

Oklahoma City — Chattanooga

UNIVERSITY OF SAN FRANCISCO
1957 SUMMER SESSIONS ABROAD
Valencia, Spain: July 1-August 3—Summer School with optional tour of Europe.
Guadalajara, Mexico: June 24-July 27—Summer School at the beautiful city of Guadalajara.
Grand Tour of Europe: July and August—15 countries. Everything First Class. For those who wish to travel only.
Information: Dr. Carlos Sanchez, U. of San Francisco, San Francisco 17, Calif.

FREE!! New Crafts Catalog
"Key to a Successful Crafts Program"
Copper Tooling, Copper Enameling, Wrought Iron Projects, Tilecraft, Shell Craft, Wooden Ware, Wood Burning, Block Printing—and many others. Write to . . .
AMERICAN HANDICRAFTS COMPANY
P. O. Box 1479 GD, Ft. Worth, Texas

Seek Equitable Tax Deductions

FOR the past 14 years the National Education Association has been carrying on a series of hearings before the Internal Revenue Service in an effort to approach a fair settlement of the issue of tax deductibility of teachers' expenses for education necessary for professional purposes, including summer school expenses.

In 1954, the Internal Revenue code was completely revised by Congress making necessary the issuance of new rules by the Treasury Department.

Last July 10 the department issued the rules and in our opinion they are excessively restrictive.

Here are the three criteria which must be met before educational expenses can be deducted as an ordinary and necessary business expense:

(1) The classes attended must be those primarily for established members of the profession to allow the deduction of the expense of attendance. This raises the question about classes in which some of the members are undergraduates preparing to enter teaching as a profession. Would such a situation mean that those already established in the profession do not qualify for the deduction?

(2) The classes must be of short duration. This criterion would include summer school but not likely a semester or school year during sabbatical leave.

(3) The expenses are not deductible if attendance results in academic credit unless attendance is required by the employer for continued retention of salary, status, or employment. The exception does not apply if the credit course results in obtaining a different position;

in qualifying for entry into a new employment or a specialty; in enhancing substantially the teacher's reputation; or in advancing him in earning capacity, salary, status, or position. Therefore, it would seem that, even though attendance is required by the teacher's employer, his expenses are not deductible even if the only result is increased prestige within the school system. Qualifying for future salary increments would make the expenses nondeductible. Almost any of the results listed accrue to a teacher, eventually if not immediately, after obtaining additional education.

Meanwhile, lawyers and doctors may continue to take "refresher" courses designed to help them review developments in the specialized fields of their practice and deduct the expenses for these courses regardless of whether or not they enhance the doctor or lawyer's earning capacity or status.

If teachers, who must maintain their professional competence just as much as doctors or lawyers, are to receive equitable tax treatment for their summer school expenses for example, an act of Congress will probably be necessary.

It is sincerely hoped legislation will be introduced in the 85th Congress to improve the teachers status on this tax matter.

Teachers are not asking special tax favors. It would appear that teachers should be allowed to deduct their professional expenses in computing their federal income taxes just as other professional persons and business men do.

A fair and just provision would allow the deduction of expenses for all part-time inservice education of public school teachers incurred after the taxpayer has become a regular teacher. Inservice education should be broadly defined so as to include any experiences, such as workshops, research projects, and travel, as well as attendance at formal university and college classes. The only expenses that should be nondeductible should be those incurred for pre-employment preparation and those incurred for full-time attendance over a period of long duration.

Here is an opportunity for the Federal Government to give teachers additional incentive to stay in the classroom and improve their skills.



Well-known Newscaster,
WJBK-TV, Detroit

Jac LeGoff asks:

"WOULD YOU WANT YOUR SONS TO ENTER THE SAME BUSINESS YOU'RE IN?"



JACOB A. CITRIN of the Citrin Oil Co., Detroit, Michigan: "In my case—yes. And I'll tell you why. Our company, of which my father and I were the founders, is a wholesale distributor of oil. Our future—and that means the future of my sons—depends largely on two things—the quality of the products we distribute and the policy of our large oil company supplier toward our own smaller oil company. Standard Oil, our major supplier, is noted for fine products. The company's

policy toward us in the thirty-five years we have been associated has demonstrated Standard Oil Company's belief in the future of the independent oil jobber. Our relationship is an example of the fine teamwork possible between big and small companies under the American business system. We are now a corporation and one son is already an officer. The interests of the other two sons are being held in trust until they finish their education."

Left to right: Robert M. Citrin, Barney Citrin (co-founder), Jacob A. Citrin (co-founder), Martin E. Citrin, Toby Citrin.



WALLACE A. COWAN, Standard Oil Dealer, Council Bluffs, Iowa: "You bet I do! I have a boy, 16, and he's already helping me after school and on weekends. He wants to start in here full time just as soon as he finishes school, because he likes a service business, a business where he can meet people and be his own boss. There are not many businesses that offer the same opportunity for serving your friends and neighbors."



PAUL PETSCHKE, Standard Oil Agent, Downers Grove, Illinois: "Well, if I had my own life to lead over again, I'd want to do the same thing I'm doing right now. My son is already in my business. He, too, enjoys the friendships that you make in a job like this and also likes having the same opportunities for service. Another thing—people have confidence in my products—and that's pretty hard to beat in business."



JACK CLARK, Standard Oil Dealer, Des Moines, Iowa: "I've been a Standard Oil dealer 22 years. I have been active in church work and civic activities and am a member of the Chamber of Commerce. It is a satisfying life's work to serve people, both in business and out. I would be most happy if my sons, Bill and David, should enter the service station business."

Left to right: Mr. and Mrs. Clark, Bill, David.

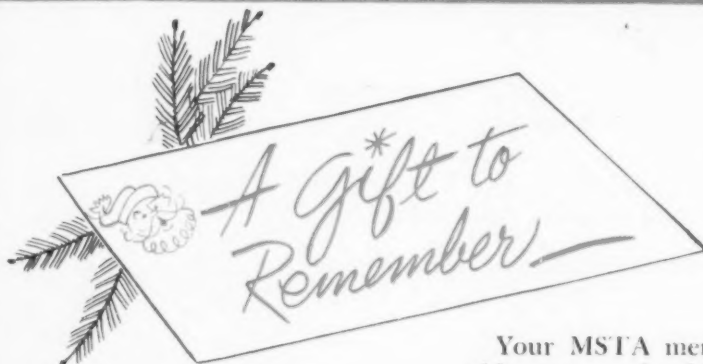
What Makes A Business A Good Citizen?

We are proud of our long and successful association with such fine people. In the case of the Citrins, for example, the new officer represents the third generation in the same business. Many Standard dealers, distributors and employees have been with our company for years and many want their

sons, too, to continue business relations with us in the oil industry. We regard that as a fine compliment. And we feel that the policies of fair play that helped to create such loyalty contribute to the many benefits received by the public under our free and competitive business system.

STANDARD OIL COMPANY





MANY husbands and wives often face a difficult choice when searching for an appropriate Christmas gift for the other.

Often a husband, in desperation, will buy anything—no matter how impractical, to meet this deadline.

Are you a husband whose wife has a closet full of six-headed cigarette lighters . . . doily stretchers . . . plaid silk stockings?

Why not present your wife a gift of lasting value this Christmas? Give her a feeling of security in this uncertain world . . . make her the beneficiary of a life insurance policy.

Your MSTA membership enables you to do this at a minimum of expense. MSTA sponsors a Group Life Insurance Plan especially designed for teachers. Take advantage of the amazingly low rates, based exclusively on the low mortality rate of teachers.

This Christmas give her a gift she'll remember . . . an MSTA sponsored Group Life Insurance policy.

MERRY CHRISTMAS



**For further information
mail this coupon today!**

*"In case of death the bank
pays your beneficiaries
what you have saved.
Life insurance pays
them what you had hoped
to save."*

Missouri State Teachers Association
Columbia, Missouri

Please send me additional information about
MSTA's Group Life Insurance Plan for members.

NAME _____

ADDRESS _____

CITY _____

STATE _____

